

Polk County Public Schools

Jesse Keen Elementary School



2018-19 Schoolwide Improvement Plan

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Jesse Keen Elementary School

815 PLATEAU AVE, Lakeland, FL 33815

<http://schools.polk-fl.net/jessekeenelementary>

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	82%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	C	D*

School Board Approval

This plan is pending approval by the Polk County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Jesse Keen Elementary, in partnership with students, parents and the community, is committed in providing an education of excellence to a diverse community of learners, while providing a safe learning environment, conducive to student achievement.

Provide the school's vision statement.

"Every student will be prepared for success for the next grade level after completion of their current grade!"

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Griffin, Joe	Principal
Vann, Ingrid	Assistant Principal
Barrios, Marcyne	School Counselor
Copeland, Cathy	Instructional Coach
Niero, Charles	Instructional Coach
Gill, Lisa	Paraprofessional

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

1. Joseph A. Griffin, Jr. - Principal - Administrator. Mr. Griffin serves as the principal of the school. He is responsible for the overall instructional program at Jesse Keen Elementary. During his first year at Jesse Keen, he established the school-based leadership team and assigned various roles to each member of the team. Mr. Griffin is directly responsible for evaluating Grades K, 4th, 5th and ESE instructional staff.
2. Ingrid Vann - Assistant Principal - Administrator. Mrs. Vann serves as the assistant principal of the school. Mrs. Vann's role consists of coordinating the assessment program for all K-5 students. She is responsible for overseeing the school-wide ESOL program, Extended Learning, Exceptional Student Education (ESE), and is responsible for evaluating Grades 1,2,3 and Special area teachers. Mrs. Vann chairs the assessment committee and assigns roles to members of the assessment team regarding state-wide assessments.
3. Marcyne Barrios - Guidance Counselor - MTSS - Academic and Behavior Support. Mrs. Barrios serves as the school guidance counselor. She is responsible for overseeing guidance services, student support services for students who are in need of both academic and behavioral support, and she is responsible for the school charitable program. Mrs. Barrios chairs our school outreach team and supports the efforts of the members of the team.
4. Cathy Copeland - Title 1 Reading Coach - Mrs. Copeland serves as the Reading Coach for Jesse Keen Elementary. Her role is to coordinate and lend support to teachers needing assistance in the area of Reading. She is also responsible for assisting the assistant principal in the implementation of

the state progress monitoring process. Mrs. Copeland facilitates both the collaborative planning process for all instructional staff and conducts professional development in the area of Reading.

5. Charles Niero - Title 1 Math Coach - Mr. Niero serves as the Math Coach for Jesse Keen Elementary. His role is to coordinate and lend support to teachers needing assistance in the area of Mathematics. He is also assists the assistant principal in the implementation of the school progress monitoring process. Mr. Niero facilitates both the collaborative planning process for all instructional staff and conducts professional development in the area of Mathematics. He also serves of both the PSLT team and participates in teacher conferences as part of the MTSS process.

7. Lisa Gill - Title 1 Parent Involvement Para - Mrs. Gill is responsible for both the management of the school's Title 1 parent involvement program, Her time is devoted to serving as a liaison between our school and the parent community.

Early Warning Systems

Year 2017-18

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	42	38	39	41	38	33	0	0	0	0	0	0	0	231
One or more suspensions	4	8	13	10	10	14	0	0	0	0	0	0	0	59
Course failure in ELA or Math	1	18	5	5	0	0	0	0	0	0	0	0	0	29
Level 1 on statewide assessment	0	0	0	79	76	57	0	0	0	0	0	0	0	212
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	2	3	0	0	0	0	0	0	0	5

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	2	0	0	0	0	0	0	0	0	0	0	3
Retained Students: Previous Year(s)	1	1	13	36	29	17	0	0	0	0	0	0	0	97

Date this data was collected

Monday 7/23/2018

Year 2016-17 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	28	17	17	21	15	12	0	0	0	0	0	0	0	110
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	90	55	78	0	0	0	0	0	0	0	223
Overage 2 or more years for the grade	0	2	1	12	5	4	0	0	0	0	0	0	0	24

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	1	4	1	1	0	0	0	0	0	0	0	7

Year 2016-17 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	28	17	17	21	15	12	0	0	0	0	0	0	0	110
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	90	55	78	0	0	0	0	0	0	0	223
Overage 2 or more years for the grade	0	2	1	12	5	4	0	0	0	0	0	0	0	24

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	1	4	1	1	0	0	0	0	0	0	0	7

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

3rd grade ELA Proficiency. 23.1% of the students demonstrated Level 3 and above on the 2017-2018 FSA assessment. This is not a trend. The results from the previous FSA scores in ELA for 3rd grade students were ranked compared to the performance of students in grades 4th & 5th for ELA: 2014-2015 - Last; 2015-2016 - 1st; 2016-2017 - 2nd; and 2017-2018 - Last.

Which data component showed the greatest decline from prior year?

Student learning gains for the lowest 25% for Math. 30% of the lowest 25% students in Math demonstrated learning gains for the 2017-2018 FSA Mathematics assessment.

Which data component had the biggest gap when compared to the state average?

3rd grade ELA proficiency. The state average for 2017-2018 proficiency in 3rd grade ELA was 57%. Jesse Keen demonstrated 23.1% of its students scoring Level 3 and above for 2017-2018. The represents a gap of 33.9% compared to the state mean average for ELA proficiency.

Which data component showed the most improvement? Is this a trend?

5th grade Science demonstrated the most improvement for the 2017-2018 year. 38.6% of the students tested in grade 5 performed at Level 3 and above on the state science assessment. In 2016-2017, 18.5% of students in Grade 5 at Jesse Keen Elementary scored at Level 3 and above the state science assessment. This represents an increase of 20.1 percentage points from the previous year. This is not a trend as the results from the previous years assessments indicate the following for Grade 5 Science: 2013-2014 - 32.4%; 2014-2015 - 39.5%; 2015-2016 - 26.9%; 2016-2017 - 18.5%; and 2017-2018 - 38.6%.

Describe the actions or changes that led to the improvement in this area.

The actions implemented for the improvement in Grade 5 Science included

1. Increased rigor in instruction specific to academic vocabulary, hands-on instruction and the use of individual technology for all Grade 5 students.
2. Students in grade 5 received instruction from a teacher who was very passionate about the subject of science.
3. Students were given formative assessments periodically and the teacher used the data to help drive the instruction in the 5th grade classes.
4. Students in grade 5 received instruction in a departmentalized arrangement. All students in grade 5 during the 2017-2018 year received instruction from one teacher.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	32%	50%	56%	33%	48%	52%
ELA Learning Gains	46%	51%	55%	50%	49%	52%
ELA Lowest 25th Percentile	50%	45%	48%	52%	42%	46%
Math Achievement	46%	58%	62%	31%	54%	58%
Math Learning Gains	47%	56%	59%	41%	52%	58%
Math Lowest 25th Percentile	30%	44%	47%	55%	41%	46%
Science Achievement	44%	53%	55%	27%	46%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	42 (28)	38 (17)	39 (17)	41 (21)	38 (15)	33 (12)	231 (110)

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
One or more suspensions	4 (0)	8 (0)	13 (0)	10 (0)	10 (0)	14 (1)	59 (1)
Course failure in ELA or Math	1 (0)	18 (0)	5 (0)	5 (0)	0 (0)	0 (0)	29 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	79 (90)	76 (55)	57 (78)	212 (223)
	0 (0)	0 (2)	0 (1)	0 (12)	0 (5)	0 (4)	0 (24)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	23%	51%	-28%	57%	-34%
	2017	31%	53%	-22%	58%	-27%
Same Grade Comparison		-8%				
Cohort Comparison						
04	2018	29%	48%	-19%	56%	-27%
	2017	40%	51%	-11%	56%	-16%
Same Grade Comparison		-11%				
Cohort Comparison		-2%				
05	2018	36%	50%	-14%	55%	-19%
	2017	21%	44%	-23%	53%	-32%
Same Grade Comparison		15%				
Cohort Comparison		-4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	42%	56%	-14%	62%	-20%
	2017	48%	58%	-10%	62%	-14%
Same Grade Comparison		-6%				
Cohort Comparison						
04	2018	42%	57%	-15%	62%	-20%
	2017	61%	60%	1%	64%	-3%
Same Grade Comparison		-19%				
Cohort Comparison		-6%				
05	2018	42%	56%	-14%	61%	-19%
	2017	19%	47%	-28%	57%	-38%
Same Grade Comparison		23%				
Cohort Comparison		-19%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	39%	51%	-12%	55%	-16%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	21	50		21	40	27					
ELL	31	42	44	46	51	24	39				
BLK	13	41		23	35	36					
HSP	36	45	50	50	52	27	47				
MUL	54			54							
WHT	28	49	58	44	39		54				
FRL	32	45	49	45	47	32	40				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	27	52	64	24	39	55	19				
ELL	20	48	75	42	55	72	7				
BLK	17	27		25	45						
HSP	28	52	76	43	53	71	17				
WHT	41	44		47	34		24				
FRL	30	42	56	42	46	53	20				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	ELA Achievement
Rationale	Results taken from the 2017-2018 FSA ELA assessment indicated that Jesse Keen Elementary scored 32% for ELA achievement. This represents an achievement gap of 18% from the district (50%) and 24% from the state (56%) results. Evidence exists that there is a need to begin closing the achievement gap between the school and the district and the school and the state achievement results.
Intended Outcome	During the 2018-2019 year, students in grades 3-5 will demonstrate 40% proficiency as measured by the 2019 FSA ELA assessment. This represents an increase of 25% from the previous year.
Point Person	Joe Griffin (joe.griffin@polk-fl.net)
Action Step	
Description	<p>The following action steps will be put into place during the 2018-2019 school year:</p> <ol style="list-style-type: none"> 1. Professional development will be provided to both teachers and administrators in the area of rigorous teaching strategies for instruction in the area of reading K-5. A consultant (CEL) will be secured to provide training to our instructional staff in this area. 2. Consistent data analysis and discussions in grade level teams with Literacy and Science Coaches will occur regularly in order to make instructional shifts in classrooms. 3. Standards taught at the appropriate levels of complexity with learning targets will be implemented with fidelity in all classrooms. 4. Student autonomy of standards-based lessons will be a focus during instruction. 5. Teachers will use additional technology (laptops and Apple iPads) provided through the school's Title 1 grant funds to assist students' understanding and development of standards based lessons. These devices will also be used to assess student's progress via the school's iStation and STAR assessment platforms. 6. Additional resources to provide reading in the content area of science will be provided to give more time for reading. The school plans to purchase the program Studies Weekly for this purpose.
Person Responsible	Joe Griffin (joe.griffin@polk-fl.net)
Plan to Monitor Effectiveness	
Description	<p>The following process for monitoring for effectiveness will be implemented as follows:</p> <ol style="list-style-type: none"> 1. Administrators will conduct frequent rigor walks for the purpose of monitoring the implementation of strategies acquired from professional development by teachers, implementation of standards-based lessons at the proper level of complexity and learning targets presented to students. 2. Teachers, Coaches and Administrators will meet monthly to review the results of progress monitoring assessments in order to determine next steps in instruction based upon student data results.
Person Responsible	[no one identified]

Activity #2	
Title	ELA Learning Gains
Rationale	Evidence exists that Jesse Keen Elementary students in grades 3-5, demonstrated an achievement level of 46 points for the 2017-2018 year. This represents a decrease of 1 point from the previous year (47 points), a gap of 5 points from the district (51points) and a gap of 9 points from the state (55 points).
Intended Outcome	Jesse Keen Elementary will increase the ELA learning gains component from 46 points to 53 points as measured by the 2018-2019 FSA state assessment. The represents a 15% increase from the previous year.
Point Person	Joe Griffin (joe.griffin@polk-fl.net)
Action Step	
Description	<p>During the 2018-2019, the following plan of action will be implanted to address the ELA Learning Gains goal for Jesse Keen Elementary.</p> <ol style="list-style-type: none"> 1. Provide continued professional development to all staff in the area of Guided Reading via a consultative agreement with the Center of Educational Leadership, University of Washington. 2. Identify those students who demonstrated Level 2 and Level 1 from the 2017-2018 FSA and provide Tier 2 levels of support throughout the year, focusing on developing proficiency in the individual students' areas of weakness for the FSA clusters. 3. Teachers will collaboratively plan focused lessons for small group instruction. 4. The school will implement an extended learning program beginning in the month of October utilizing Title 1 funds for both staff and the purchase of the program Learning Ready, Florida for providing additional instructional supports for our students. 5. Additional classrooms libraries will be provided to allow additional reading opportunities for struggling readers.
Person Responsible	Joe Griffin (joe.griffin@polk-fl.net)
Plan to Monitor Effectiveness	
Description	<ol style="list-style-type: none"> 1. Administrators will conduct consistent rigor monitoring walks during both Tier1 (whole group) and Tier 2 (small group) instruction. This purpose will be to monitor the instructional strategies implemented by teachers that are specific to the learning needs of students who are in need of Tier 2 support. 2. The school will have periodic instructional reviews conducted by both the district and school-based support teams. 3. Administrators and coaches will meet with teachers collectively and individually to give feedback and support to teachers based upon student data.
Person Responsible	Joe Griffin (joe.griffin@polk-fl.net)

Activity #3	
Title	Math Lowest 25th Percentile
Rationale	The results from the 2017-2018 FSA assessment indicate that students in the lowest 25th percentile for Math demonstrated 30% learning gains. This was a decrease of 19% from the school's previous year (59%), a gap of 14% (44%) from the district average for the year and 17% (47%) from the state average.
Intended Outcome	59% of the students identified as the lowest 25th percentile for Math will demonstrate learning gains as measured by the 2018-2019 FSA assessment for mathematics.
Point Person	Ingrid Vann (ingrid.vann@polk-fl.net)
Action Step	
Description	<p>During the 2018-2019, the following plan of action will be implanted to address the Math Lowest 25th Percent Learning Gains goal for Jesse Keen Elementary:</p> <ol style="list-style-type: none"> 1. Identify those students who demonstrated Level 2 and Level 1 from the 2017-2018 FSA and provide Tier 2 levels of support throughout the year, focusing on developing proficiency in the individual students' areas of weakness for the FSA clusters. 2. Teachers will collaboratively plan focused lessons for small group instruction. 3. Coaches will provide support and feedback to teachers during collaborative planning. 4. Administrators will provide feedback to teachers regarding the progress of targeted students who make up the lowest quartile for math. 5. The school will provide additional professional development in the area of how to develop standards-based lessons for instruction and targeted instructional strategies for struggling students. A team of teachers will attend conferences sponsored by Learning Science International (LSI) and bring back the knowledge gained to present to the instructional staff via PLCs. 6. Additional time and resources for small group instruction in math will be provided designed for the acquisition of skills in mathematics. The program Reflex Math will be used to assist students in the remediation of math skills.
Person Responsible	Ingrid Vann (ingrid.vann@polk-fl.net)
Plan to Monitor Effectiveness	
Description	<ol style="list-style-type: none"> 1. Administrators will conduct consistent rigor monitoring walks during both Tier1 (whole group) and Tier 2 (small group) instruction. This purpose will be to monitor the instructional strategies implemented by teachers that are specific to the learning needs of the lowest quartile students who are in need of Tier 2 support. 2. The school will have periodic instructional reviews conducted by both the district and school-based support teams. 3. Administrators and coaches will meet with teachers collectively and individually to give feedback and support to teachers based upon student data.
Person Responsible	Joe Griffin (joe.griffin@polk-fl.net)

Activity #4	
Title	Student Attendance
Rationale	Evidence exist that during the 2017-2018 year, 231 students demonstrated attendance at or below 90 percent for the year. This results in an increase of 121 students (110) from the previous year's result of students whose attendance was at or below 90 percent.
Intended Outcome	During the 2018-2019 year, the level of students attendance below 90 percent will decrease from 231 students to 196 students. This represents a decrease of 15% from the previous year.
Point Person	Marcyne Barrios (marcyne.barrios@polk-fl.net)
Action Step	
Description	<ol style="list-style-type: none"> 1. Grade level attendance goals along with monthly targets will be established in collaboration with administration. 2. Grade level attendance targets will be prominently displayed throughout the school. 3. Incentives will be established for students meeting quarterly attendance targets. 4. Teachers will alert the guidance counselor of students who demonstrate excessive absences for the month.
Person Responsible	[no one identified]
Plan to Monitor Effectiveness	
Description	<p>The following process will be implemented to monitor the effectiveness of this goal:</p> <ol style="list-style-type: none"> 1. The guidance counselor will provide data presented at leadership team meetings regarding the progress of meeting student attendance targets per grade level. 2. The district attendance manager will assist the guidance counselor in monitoring student attendance for the school. 3. Administrators will alert parents via notices of students who exceed 5, 10, and 25 absences for the quarter grading period. 4. The school along with the district attendance manager will meet with parents to assist in the improvement of student attendance of their child.
Person Responsible	Marcyne Barrios (marcyne.barrios@polk-fl.net)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

School builds positive relationships with families in the following manner:

- * Use of a Title 1 Parent Involvement Paraprofessional
- * Student Parent Night Activities
- * Establishment of a Family Resource Center on site.
- * Use of Student Agenda to communicate one-to-one between parents and teachers

- * Use of a Monthly Newsletter with a monthly academic focus
- * Use of social media, both Facebook and Twitter to communicate to families
- * Provides Parent Conference Nights between parents and teachers each 9-weeks grading periods.
- * Partnership between business partners and the school that provides assistance to needy families of the school.

PFEF Link

The school completes a Parental Involvement Plan (PFEF), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Jesse Keen Elementary uses the support methods of both our school psychologist and guidance counselor. These persons work in concert with each other, to help all students with problems specific to school, home, or mentoring. Our parent involvement paraprofessional targets and monitors specific families for academic, social and psychological services.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Florida requires that communities collaborate to prepare children and families for children's success in school. Jesse Keen Elementary supports the transition from preschool to elementary school in many ways. Our school has 2 Head Start units each staffed with 1 Head Start Teacher and 1 CDAT paraprofessional; 2 ESE Pre-Kindergarten units staffed with certified teachers and highly qualified paraprofessionals. Our Head Start classes are part of the Polk Pre-K School Readiness program built on the premise of quality early childhood education, designed to provide a safe and nurturing environment that promotes the physical, social, emotional and cognitive development of young children while responding to the needs of the families. The following three government-supplemented programs emphasizing school readiness are available in our area: Head Start, School Readiness Program, Florida Voluntary Pre-K Program and Youth and Family Alternatives, Inc. Our Kindergarten staff works closely with the pre-kindergarten and area preschool providers to insure a smooth transition-to-school. Kindergarten teachers as well as office staff collaborate to offer a "Kindergarten Round Up" conducted in the spring of every school year to introduce the incoming kindergartners and parents to Jesse Keen Elementary. Newsletters, flyers and other important information are sent home to our Pre-K students and families announcing happenings and expectations for school. Pre-K parents have the opportunity to visit the school and receive handouts dealing with kindergarten expectations. Kindergarten students are assessed using the FLKRS process throughout the school year. This data is used to indicate the students' development and readiness for school as well as monitoring progress. Our school allocates funds from our Title 1 budget to implement activities to help with the transition from Pre-K to Kindergarten. Parent surveys and evaluation components are used to evaluate the quality and effectiveness of the plan and transition programs.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Title I, Part A, funds school-wide services to Jesse Keen Elementary School. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs.

Title I, Part C

Migrant students at Jesse Keen will be assisted by the school and by the District Migrant Education

Program (MEP). Students are prioritized for supplemental services based on need and migrant status. Teacher Advocates monitor the progress of these students and provide supplemental academic support. Home-School Liaisons identify and recruit migrant students and their families.

Title I, Part D

Provides Transition Facilitators to assist students with transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school. Counselors at schools help facilitate the transfer of records and placement.

Title II

Professional development resources are available to schools through Title II. School Technology Services provide technical support, training, and licenses for software programs and web-based access via Title II funds. Funds available are used to pay teachers and purchase materials for professional development.

Title III

Provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff.

Title IX- Homeless

The Hearth program, provides support for identified homeless students. Many activities implemented by the Hearth program are carried out in cooperation with the MEP

Violence Prevention Programs

Jesse Keen provides violence and drug prevention programs in school in order to promote a safe school environment(anti-bullying, gang awareness, gun awareness, etc.)

Head Start

Jesse Keen will maintain its Head Start program which includes two classes of children. Resources are provided to the program to assist in the transition of students from Pre-K to Kindergarten. Professional development is offered to Head Start teachers and Head Start Parents are invited to participate in parent workshops and school activities.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

NA