

Orange County Public Schools

# Keenes Crossing Elementary



## 2018-19 School Improvement Plan

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## Keenes Crossing Elementary

5240 KEENES PHEASANT DR, Windermere, FL 34786

<https://keenescrossing.ocps.net/>

### School Demographics

**School Type and Grades Served**  
(per MSID File)

Elementary School  
PK-5

**2018-19 Title I School**

No

**2018-19 Economically Disadvantaged (FRL) Rate**  
(as reported on Survey 3)

24%

**Primary Service Type**  
(per MSID File)

K-12 General Education

**Charter School**

No

**2018-19 Minority Rate**  
(Reported as Non-white on Survey 2)

45%

### School Grades History

**Year**  
**Grade**

**2017-18**  
A

**2016-17**  
A

**2015-16**  
B

**2014-15**  
A\*

### School Board Approval

This plan is pending approval by the Orange 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

To lead our students to success with the support and involvement of families and the community

#### Provide the school's vision statement

To be the top producer of successful students in the nation

### School Leadership Team

#### Membership

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

Name	Title
Donaldson, Sherry	Principal
Friedman, Michelle	Other
Drone, Jennifer	Instructional Media
Bawden, Korey	Assistant Principal
Davis, Samuel	Assistant Principal
Peters, Jeffrey	Assistant Principal
Long, Elizabeth	Instructional Coach
Perez-Fernandez, Barbara	Guidance Counselor
Jagarnath, Mohamed	Other

#### Duties

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

Sherry Donaldson, Principal, Korey Bawden, Samuel Davis, Jeffrey Peters, Assistant Principals:

The administrators perform classroom walk-throughs to manage instructional support and alignment of professional learning. They collaborate with teachers to ensure that the achievement gap is closing among subgroups. Leadership meetings are held weekly to review and discuss school data prior to meeting with classroom teachers.

Monthly data meetings are held with classroom teachers to discuss the intensity and appropriate implementation of tier 1 instruction, based on standards. Data is used to determine the specific needs of students and which students need Tier 2 and 3 interventions or enrichment. Data is continually revisited and used to focus Tier 2 and 3 instruction and enrichment on specific standards. Staff development and resources are provided to support classroom teachers.

The administrators facilitate horizontal and vertical subject-based PLCs focused on the appropriate support for students. All notes will be posted on sharepoint and Edmodo for

easy review and next steps. The administrators will discuss the support deemed necessary during weekly leadership team meetings.

> Mohamed Jagarnath, CCT, CRT/Testing Coordinator:  
Supports ELL students through class visits and monitoring instructional practices. Maintains updated plans to ensure adequate support in the classroom, including paraprofessional support. Ensures and manages all testing from the state, district and school levels. Supports teachers in managing data using a school-wide monitoring system. Also, supports 3rd-5th with science instruction and support. Additionally, responsible for STEM throughout the school by supporting teachers and students during instructional time.

> Michelle Friedman, Staffing Specialist:  
Responsible for compliance of exceptional education, gifted, 504 and other documentation. Meet with parents and other stakeholders to update plans and to monitor the progress of each plan. Implementation of the Character Education Program and other socially relevant programs.

> Elizabeth Long, Instructional Coach:  
Responsible for data monitoring and student/teacher support. Provides instructional coaching through coaching and mentoring following class visits. Additionally she will provide support for new teachers in all areas of instruction and classroom procedures. She will provide professional development as necessary for the instructional needs as a school. Partners with all stakeholders such as parents, teachers, students, etc. to ensure student success.

> Jennifer Drone, Media Specialist:  
Responsible for supporting reading activities and incentives for the students. Responsible for targeting resources for supporting teachers and students. Manages textbook inventory.

> Barbara Perez-Fernandez, Guidance:  
Responsible for supporting the staff regarding all guidance issues. Support students and teachers to create a safe and supportive learning environment. Responsible for the implementation of small group sessions that work with students who have issues with behavior, social skills, divorce or death.

## 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	22	21	14	16	17	28	0	0	0	0	0	0	0	118
One or more suspensions	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	11	3	0	0	1	0	0	0	0	0	0	0	0	15
Level 1 on statewide assessment	0	0	0	30	29	29	0	0	0	0	0	0	0	88

**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		1	0	0	5	2	10	0	0	0	0	0	0	18

**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	3	0	3	7	0	0	0	0	0	0	0	0	0	13
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Date this data was collected**

Tuesday 7/10/2018

**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	16	19	18	22	19	15	0	0	0	0	0	0	0	109
One or more suspensions	1	0	2	0	1	3	0	0	0	0	0	0	0	7
Course failure in ELA or Math	1	6	1	1	2	1	0	0	0	0	0	0	0	12
Level 1 on statewide assessment	0	0	0	24	17	19	0	0	0	0	0	0	0	60
	0	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		1	0	0	6	5	9	0	0	0	0	0	0	21

**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	16	19	18	22	19	15	0	0	0	0	0	0	0	109
One or more suspensions	1	0	2	0	1	3	0	0	0	0	0	0	0	7
Course failure in ELA or Math	1	6	1	1	2	1	0	0	0	0	0	0	0	12
Level 1 on statewide assessment	0	0	0	24	17	19	0	0	0	0	0	0	0	60
	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		1	0	0	6	5	9	0	0	0	0	0	0	21

**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?**

Learning gains for the lowest 25% in ELA was our lowest performing component with 47% of students showing learning gains. This is a two-year trend for learning gains of the lowest 25% to perform the lowest but in 2017 the proficiency level was 70%.

**Which data component showed the greatest decline from prior year?**

Learning gains for the lowest 25% in ELA showed the greatest decline from the prior year. In 2017, 70% of the lowest 25% showed learning gains while in 2018, 47% of the lowest 25% showed learning gains.

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

The school had one data component below the state average. Learning gains for the lowest 25% in ELA was 47% while the state average was 48%.

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

Math Achievement proficiency has shown the most improvement from the 2016-2017 school year to the 2017-2018 school year. In 2017 80% of students tested were proficient in math, in 2018 that percentage increased to 84. Mathematical proficiency has been trending upwards for the past 3 years. Going from 72% to 84%.

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



The school has implemented the use of manipulatives within all of the classrooms. Teachers are supported throughout the process and shown in different professional developments how they can use manipulatives within their lesson. The leadership team continuously monitors the math achievement data through formative and summative assessments and uses this data to guide teacher data chats.

The teachers at Keene's Crossing Elementary School also use data notebooks throughout the year to track student proficiency on the mathematical standards. The data is collected through formative assessments, summative assessments, and iReady. The teachers use this data to guide instruction within the class and differentiate where needed.

### 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	80%	56%	56%	78%	54%	55%
ELA Learning Gains	68%	55%	55%	75%	58%	57%
ELA Lowest 25th Percentile	47%	48%	48%	70%	53%	52%
Math Achievement	84%	63%	62%	80%	61%	61%
Math Learning Gains	75%	57%	59%	78%	64%	61%
Math Lowest 25th Percentile	67%	46%	47%	72%	54%	51%
Science Achievement	74%	55%	55%	74%	50%	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	22 (16)	21 (19)	14 (18)	16 (22)	17 (19)	28 (15)	118 (109)
One or more suspensions	0 (1)	0 (0)	0 (2)	1 (0)	0 (1)	0 (3)	1 (7)
Course failure in ELA or Math	11 (1)	3 (6)	0 (1)	0 (1)	1 (2)	0 (1)	15 (12)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	30 (24)	29 (17)	29 (19)	88 (60)

### 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	79%	55%	24%	57%	22%
	2017	75%	57%	18%	58%	17%
Same Grade Comparison		4%				
Cohort Comparison						
04	2018	70%	54%	16%	56%	14%
	2017	80%	57%	23%	56%	24%
Same Grade Comparison		-10%				

<b>ELA</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
Cohort Comparison		-5%				
05	2018	77%	55%	22%	55%	22%
	2017	70%	51%	19%	53%	17%
Same Grade Comparison		7%				
Cohort Comparison		-3%				

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
03	2018	84%	61%	23%	62%	22%
	2017	76%	63%	13%	62%	14%
Same Grade Comparison		8%				
Cohort Comparison						
04	2018	81%	62%	19%	62%	19%
	2017	81%	64%	17%	64%	17%
Same Grade Comparison		0%				
Cohort Comparison		5%				
05	2018	77%	59%	18%	61%	16%
	2017	76%	56%	20%	57%	19%
Same Grade Comparison		1%				
Cohort Comparison		-4%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
05	2018	70%	53%	17%	55%	15%
	2017					
Cohort Comparison						

**Subgroup Data**

<b>2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2016-17</b>	<b>C &amp; C Accel 2016-17</b>
SWD	42	36	17	48	56	61	23				
ELL	67	75	68	76	76	75					
ASN	87	73		96	77		86				
BLK	79	64		85	82		42				
HSP	74	72	63	78	72	70	70				
WHT	82	67	37	85	75	63	76				
FRL	71	65	54	73	71	67	57				

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	40	65	65	44	54	60	43				
ELL	64	85	86	72	90	100					
ASN	89	94		97	88		92				
BLK	70	57		73	71		45				
HSP	71	71	71	76	72	77	81				
MUL	75			67							
WHT	79	77	75	81	81	74	73				
FRL	65	75	67	66	69	63	65				

### 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**

Through the DPLC process the teachers will use collaborative lesson planning to focus on standards-based instruction and implement close reading strategies to improve teacher proficiency and student achievement for our lowest 25%.

**Rationale**

Based on 2017-2018 FSA Reading scores Learning gains and the lowest 25 % dropped from the previous year. By focusing on collaborative lesson planning and an intense focus on close reading (year 2), teachers will have the opportunity to plan for more rigorous reading lessons. The team will focus efforts on helping teachers identify text that is appropriate for close reading (quantitative, qualitative, reader and task), by having them bring exemplary samples for ELA (with content integration). To address the culturally responsive school plan an administrative lead will oversee and monitor MAO initiatives such as monthly progress monitoring meeting with initiative leads, quarterly reviews, provide actionable feedback, ensure leads are accountable and meet deadlines and provide the principal with bi-monthly updates.

**Intended Outcome**

By collaboratively planning and implementing strategies learned at the DPLC (year 2), the intended outcome is to Increase in the area of learning gains and the lowest 25%. [Division Priority - Accelerate Student Performance]

**Point Person**

Samuel Davis (samuel.davis2@ocps.net)

**Action Step**

DPLC team provides professional development to new teachers (overview of year one). Returning teachers will transition into year two of DPLC with a brief overview of year one. Using formative, walk-through, Iready, I-Observation data and years of experience, teachers will be placed in tiered groups. In addition to ensuring compliance, the Administration Team will monitor the following actions

**Description**

- \* Coaches model lesson in classrooms
- \* Teachers complete peer observations
- \* Coaches provide updates on common planning at leadership team meetings and provide ongoing differentiated support
- \* Designate the AP as the administrative lead to oversee and monitor MAO initiatives
- \* Implement the use of culturally diverse texts and deliberate questioning techniques when planning standards-aligned lessons and units
- \* Designate the AP as the administrative lead to oversee and monitor BPIE policies and procedures.

**Person Responsible**

Sherry Donaldson (sherry.donaldson@ocps.net)

**Plan to Monitor Effectiveness**

**Description**

Grade level liaisons, Leadership and Admin will ensure that at least one self-selected close reading text has been selected and discussed during common planning. The DPLC team will meet to discuss how to chunk the information for the first training. The focus for the first training will be what close reading is and how to use the close reading marks during ELA with content integration. Teachers will use samples provided by CRMs or other sources that have pre-identified text as close reading worthy. Teachers and Staff will

analyze formative, walk-through, Iready and I-Observation data and make adjustments as needed. In addition, walk-throughs will be conducted to provide feedback.

**Person Responsible** Samuel Davis (samuel.davis2@ocps.net)

## Activity #2

**Title** To increase student achievement the implementation of the MTSS will be monitored and supported.

**Rationale** Based on the 2017/2018 FSA 42% of our students with disabilities (SWD) scored on grade level in ELA and 40% scored on grade level in math. Focusing on the MTSS process will allow us to target all learners in order to meet their specific needs. Student achievement gaps will be targeted to ensure they are receiving high-quality instruction. Using the MTSS process, teachers will have a better understanding of successful implementation.

**Intended Outcome** By targeting the specific needs of our students, overall student achievement will increase, as well as student achievement for SWD. In order for all students to succeed, instruction often needs to be differentiated to target specific needs. It is vital that the MTSS process is implemented with fidelity and that it becomes a part of the school culture. [Division Priority - Narrow Achievement Gaps]

**Point Person** Korey Bawden (korey.bawden@ocps.net)

## Action Step

Professional Development will be offered to teachers on the MTSS process and strategies to support the process. Using formative, walk-through, Iready, I-Observation data and years experience teachers will be tiered into groups. In addition to ensuring compliance, the Administration Team will monitor the following actions

## Description

- \* Provide an MTSS overview and expectations for the year
- \* Plan and develop MTSS professional development
- \* Provide BPIE ratings for the 34 indicators to the staff and focus on the lowest two indicators.
- \* Provide support for teachers through the coaching cycle

**Person Responsible** Korey Bawden (korey.bawden@ocps.net)

## Plan to Monitor Effectiveness

**Description** Grade level liaisons, Leadership and Admin will ensure that the MTSS process (meetings, data charts/graphs) is implemented with fidelity. The focus of the initial trainings will be implementation and monitoring. Teachers and Staff will analyze formative, walk-through, Iready and I-Observation data and make adjustments to instruction as needed. In addition, walk-throughs will be conducted to provide feedback.

**Person Responsible** Korey Bawden (korey.bawden@ocps.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, § 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**

Currently, the bulk of our large scale parental involvement is for community-based/PTO family events. Parental involvement is high when students are involved in the events; however, we would like to increase the amount of parental involvement in SAC and school-based curriculum events.

Parents will also be kept informed of their student's progress through parent-teacher conferences. Teachers will provide an Individual Student Success Plan for each student which includes overall achievement targets, individual skill achievement, and MTSS support, if applicable.

#### **PFEP Link**

The school completes a Parental Involvement Plan (PFEP), 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**

Keene's Crossing Elementary school employs a full-time behavior specialist. Areas of focus this year will include school administrators ensuring that collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans and an MTSS and problem-solving process is consistently used by school personnel to ensure progress in the general education curriculum, across all grades and settings, for all students with and without disabilities. Our staffing specialist also supports using Learning For Life and social skill building. Our school engages in a year-long character education program, where monthly character traits are examined by the staffing specialist and behavior specialist via school-wide morning announcements; teachers are also encouraged to further support each trait by including them into classroom lessons. Keene's Crossing also contracts with SEDNet providers who provide more targeted school-based counseling for students with severe social-emotional needs.

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

To help with the transition to elementary school our Kindergarten team has set up the following transition program:

- 1) Pre-K/Kindergarten Information Session and School Tour which is held in the Spring, outlines a typical elementary school day, the kindergarten curriculum, and the procedures at Keene's Crossing. This information session is advertised on the school website, PTO page, school marquee, and front office flyers.

2) Teacher/Family meet and greet is held off campus at a family friendly restaurant. Families are able to meet their child's teacher and meet other incoming kindergarten parents in a fun and stress-free environment.

3) Kindergarten home visits conducted by the kindergarten teachers occur for each of their incoming students. During the home visit, the kindergarten teacher gathers information on meeting the learning needs of the student.

4) Kindergarten beginning of the year screening and assessments target basic kindergarten readiness skills. The data allows the teachers to target specific academic needs and/or provide enrichment as needed.

5) Beginning of the Year Kindergarten Parent Breakfast welcomes all new kindergarten parents. By being held on campus, parents are encouraged to join after dropping their children off for the first day of school. PTO provides information on school events and opportunities for parents to become involved at Keene's Crossing and in their child's education.

6.) VPK Transition allows parents to attend a registration and information session where they are offered a school tour. This session/registration day is advertised on the school website, PTO page, school marquee, and front office flyers giving students and parents the opportunity to meet the teacher prior the the first day of school and build relationships ensuring that they are comfortable before entering on the first day.

7.) Bridgewater 101 Parent Night and School Visit for 5th grade students/parents is offered for all 5th grade students.

**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**

The School Improvement Plan incorporates the core principles of MTSS, which include early intervention, using scientific, research-based materials, using data to make decisions, and monitoring student progress to inform instruction. The MTSS team continues to decrease the disproportionate number of students represented in exceptional educational services. The MTSS team will continue to monitor the placement of students into ESE services, and monitor the effectiveness of Tier 2 and Tier 3 interventions for all struggling students. Specific needs of students falling in identified subgroups will also be addressed during bi-monthly data meetings.

Supplemental Academic Instruction (SAI) will be used to provide a degreed tutor 5 days a week, approximately 6 hours per day. The tutor will focus on 3rd grade students projected to score a level 1 or 2 on the Florida Standards Assessment, previously retained 3rd graders or students at tier 2 or tier 3. The tutor will provide small group instruction to target deficient skills identified formative assessments. The tutor will use hands on manipulatives and research-based intervention materials. Weekly progress monitoring will be conducted and reported to the general education teacher and the MTSS team. All progress monitoring documentation will be posted on SharePoint for easy review. In addition to small group

instruction, the degree tutor will push into classrooms to assist students in the general education setting. This will increase the number of minutes students receive guided support, positive reinforcement and one-on-one assistance.

High achieving students also have the opportunity to be placed in a high achieving or gifted setting. Second grade students are all tested at the end of each school year and others may be recommended by their teacher or parent for testing. Teachers are encouraged to pursue the gifted endorsement in order to provide students with quality enrichment opportunities. General funds are used to pay for the course to ensure teachers are receiving the appropriate OCPS approved certification.

School-wide enrichment opportunities available to students on campus include the National Junior Honor Society, Future Problem Solvers, Summer STEM Camp, STEM related field trips to Mid Florida Tech, University of Central Florida, and the University of Florida. Morning clubs including the Cougar Newsletter Crew, Makerspace that focuses on STEM projects, the Friday Math Challenge that focuses on creating and solving math challenges in unique ways and the Cougar Spotlight Video Crew.

In addition, technology is available to Keene's Crossing students including two laptop carts, two computer labs, a 3D printer, Lego Robotics, and a large number of SMART boards.

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

Keene's Crossing Elementary provides multiple exposures to college and career readiness. KCE hosts a schoolwide Destination College Tailgating Event where colleges and college information is provided to the parents and students. Various activity stations are available for students to learn more about college readiness. A bulletin board is displayed showing where all teachers and staff member attended college. College banners and flags are displayed in the cafeteria and the main lobby. Teachers have college door signs that are displayed.

Keene's Crossing Elementary has a monthly Destination College Spirit Day where everyone wears their collegiate apparel to support college readiness.

Other events and activities that prepare students for college and career readiness include the following:

- UF Trip to College of Engineering
- National Elementary Honor Society
- STEM Club
- STEM Camp
- Science Club
- Math League
- Teach-In
- Monthly Destination College Skill Review

**Part V: Budget**

<b>1</b>	<b>G1.B1.S1.A1</b>	<b>New teachers will receive professional development in DPLC.</b>	<b>\$0.00</b>
<b>Total:</b>			<b>\$66,000.00</b>