East Lake Elementary School

2018-19 Schoolwide Improvement Plan

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East Lake Elementary School

4001 BOGGY CREEK RD, Kissimmee, FL 34744

www.osceolaschools.net

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	77%

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	B	B	C*

School Board Approval

This plan is pending approval by the Osceola 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.

East Lake Elementary will provide a welcoming, supportive environment that ensures high levels of learning for all individuals.

Provide the school's vision statement.

East Lake Elementary will work in partnership with families and the community to ensure all learners develop the essential knowledge and skills to strengthen our thriving community.

School Leadership Team

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

Name	Title
DeLuca, Hilary	Principal
DeRight, Nathan	Assistant Principal
Blades, Kathy	Instructional Coach
Hopkins, Jamie	Instructional Coach
Poole, Stacey	Instructional Coach
Glasheen, Jennifer	Instructional Media
MacMillan, Michelle	Other
Herring, Kristy	Other

Duties

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

Administration: As the academic leaders, administration oversees all areas of the school and lead staff in the direction that best meets student needs. Provides a common vision and monitors implementation of strategic goals. Both are responsible for conducting stocktakes, monitoring school data, and providing feedback.

Instructional Coaches: East Lake has three instructional coaches that focus on different areas of the school. The literacy coach provides guidance on the K-12 Reading Plan, facilitates and supports data collection activities, assists in data analysis, provides professional development and technical assistance to teachers regarding data-based instructional planning, and supports the implementation of Tier 1, Tier 2, and Tier 3 Intervention Plans.The math/science coach provides guidance on the K-12 Math/Science Plan, facilitates and supports data collection activities, assists in data analysis, provides professional development and technical assistance to teachers regarding data-based instructional planning, and supports the implementation of Tier 1, Tier 2, and Tier 3 Intervention Plans. The MTSS coach assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development ; and provides support for assessment and implementation monitoring. Additionally, our

MTSS coach provides interventions to students designated to be low-performing.

The media specialist supports the use of technology in instruction, provides professional development and technical assistance to teachers.

Ms. MacMillan and Ms. Hassell provide guidance in instruction of ESE and ELL students, facilitates and supports data collection activities, assists in data analysis, provides professional development and technical assistance to teachers regarding data-based instructional planning, and supports the implementation of Tier 1, Tier 2, and Tier 3 Intervention Plans.

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	23	24	18	25	19	22	0	0	0	0	0	0	0	131
One or more suspensions	1	1	2	2	5	7	0	0	0	0	0	0	0	18
Course failure in ELA or Math	0	0	12	41	16	12	0	0	0	0	0	0	0	81
Level 1 on statewide assessment	0	0	0	43	54	60	0	0	0	0	0	0	0	157

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	1	5	36	22	23	0	0	0	0	0	0	0	87

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	0	0	2	0	0	0	0	0	0	0	0	0	2
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected
Monday 7/16/2018

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	23	30	21	23	28	17	0	0	0	0	0	0	0	142
One or more suspensions	1	0	4	4	7	5	0	0	0	0	0	0	0	21
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	48	78	53	0	0	0	0	0	0	0	179
	0	0	0	0	0	0	0	0	0	0	0	0	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	0	0	0	15	17	11	0	0	0	0	0	0	0	43

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	23	30	21	23	28	17	0	0	0	0	0	0	0	142
One or more suspensions	1	0	4	4	7	5	0	0	0	0	0	0	0	21
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	48	78	53	0	0	0	0	0	0	0	179
	0	0	0	0	0	0	0	0	0	0	0	0	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	0	0	0	15	17	11	0	0	0	0	0	0	0	43

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?

Students in the lowest quartile in mathematics was a challenge area for East Lake this year. In the year prior, math learning gains were a strength at our school.

Which data component showed the greatest decline from prior year?

Students in the lowest quartile in mathematics was a challenge area for East Lake this year. In the year prior, math learning gains were a strength at our school.

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

Students in the lowest quartile in mathematics showed the biggest difference between state and district averages.

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

Students in the ESE subgroup in ELA showed the greatest growth (grew 18 points) This is a a trend as we have continued to show growth over the last three years in this area.

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

The RCS worked to identify and place students appropriately which allowed support staff to provide immediate and intensive interventions. The support staff was trained for the collaborative teaching model between general education teacher and the resource teachers. The new hires were experienced in working with ESE students.

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	58%	51%	56%	57%	52%	52%
ELA Learning Gains	56%	54%	55%	56%	55%	52%
ELA Lowest 25th Percentile	42%	46%	48%	53%	50%	46%
Math Achievement	61%	54%	62%	58%	53%	58%
Math Learning Gains	50%	56%	59%	58%	56%	58%
Math Lowest 25th Percentile	38%	42%	47%	44%	49%	46%
Science Achievement	49%	51%	55%	65%	54%	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	23 (23)	24 (30)	18 (21)	25 (23)	19 (28)	22 (17)	131 (142)
One or more suspensions	1 (1)	1 (0)	2 (4)	2 (4)	5 (7)	7 (5)	18 (21)
Course failure in ELA or Math	0 (0)	0 (0)	12 (0)	41 (0)	16 (0)	12 (0)	81 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	43 (48)	54 (78)	60 (53)	157 (179)

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	60%	51%	9%	57%	3%
	2017	62%	53%	9%	58%	4%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2018	54%	48%	6%	56%	-2%
	2017	47%	50%	-3%	56%	-9%
Same Grade Comparison		7%				
Cohort Comparison		-8%				
05	2018	48%	50%	-2%	55%	-7%
	2017	56%	48%	8%	53%	3%
Same Grade Comparison		-8%				
Cohort Comparison		1%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	64%	51%	13%	62%	2%
	2017	68%	56%	12%	62%	6%
Same Grade Comparison		-4%				
Cohort Comparison						
04	2018	63%	53%	10%	62%	1%
	2017	57%	55%	2%	64%	-7%
Same Grade Comparison		6%				
Cohort Comparison		-5%				
05	2018	44%	52%	-8%	61%	-17%
	2017	57%	49%	8%	57%	0%
Same Grade Comparison		-13%				
Cohort Comparison		-13%				

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	45%	49%	-4%	55%	-10%
	2017					
Cohort Comparison						

Subgroup Data

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	25	44	50	15	31	29					
ELL	37	43	37	50	47	33	25				

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
ASN	85			100							
BLK	47	55		56	50		21				
HSP	56	52	39	59	49	33	55				
MUL	73			82							
WHT	63	57	42	61	51	38	38				
FRL	53	55	38	53	44	32	41				

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	7	26	26	17	48	56					
ELL	42	43	40	55	62	67	35				
ASN	81	69		94	77		80				
BLK	47	43		63	74		45				
HSP	56	54	42	63	62	67	51				
MUL	63	27		63	30						
WHT	64	55	27	69	66	54	56				
FRL	51	50	43	59	62	67	46				

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	Ensure high levels of learning for all students in literacy.
Rationale	If we cultivate our teachers' understanding of what balanced literacy instruction looks like then literacy instruction will improve across all content areas and meet the instructional needs of all students. This will increase achievement for all students in literacy.
Intended Outcome	We intend to increase ELA gains from 56% to 59% and improve achievement from 58% to 61%. We will also work to improve each subgroup with the lowest quartile from 42%to 45%, ELL from 37% to 40%, and ESE from 25% to 28% proficiency.
Point Person	Jamie Hopkins (jamie.hopkins@osceolaschools.net)

Action Step	
Description	1. Provide professional development in balanced literacy to enhance use of effective instructional strategies. NSGRA for all grade levels; I Ready Writing Training 2-5; Jan Richardson Guided Reading K-2; Shifts in ELA; Differentiated Instruction with David Maddock 2. Enhance teachers' literacy instruction by expanding the implementation of small group reading instruction. Guided Reading follow up as literacy coach plans with grade levels weekly. 3. Increase level of rigor through authentic use of learning goals and scales. 4. Provide feedback on lessons to ensure that standards are taught and assessed to the intended depth. 5. Continue to utilize the ELL task force to monitor progress of ELL students and provide professional development in selecting appropriate ELL strategies for essential standards. a. Each teacher will have their ELL students identified and WIDA levels will be determined.Who: MacMillan By: September 15th b. Students will be grouped according to WIDA levels and Can Do statements will drive instruction. Who: MacMillan will provide PD/Grade Level Lead will follow-up during PLC By October 15th c. Specific accommodations will be presented, modeled, and followed up through PD's, grade level planning, and walkthroughs. Who: MacMillan for PD's Grade Level Lead inform on needs and mini-lessons during PLC's. By monthly (PD and mini-lessons) weekly (walkthroughs and planning) daily (follow-up and modeling)
Person Responsible	Jamie Hopkins (jamie.hopkins@osceolaschools.net)

Plan to Monitor Effectiveness	
Description	1.Student data will be tracked through school-wide assessment tools (i-Ready and NSGRA) to identify and target specific students and areas that are not meeting the expected growth or proficiency through the MTSS and Stock-Take process. 2. Walkthroughs will be utilized to prioritize staff professional development needs as well as monitor and guide the implementation of professional development provided. 3.School Stocktake Model will take place monthly or bi monthly to report progress to the Principal on the Area of Focus. 4. Principals will update Assistant Superintendents of Curriculum during their monthly check-ins. 5. Principal will share and update the Chief of Staff and Assistant Superintendents once a quarter on progress the Area of Focus through the School Stocktake Model.

Person Responsible Nathan DeRight (nathan.deright@osceolaschools.net)

Activity #2	
Title	Ensure high levels of mathematics achievement for all students.
Rationale	If we cultivate our teachers' understanding of what mathematics content and instruction looks like then mathematics instruction will improve across all content areas and meet the instructional needs of all students. This will increase achievement for all students in mathematics.
Intended Outcome	We intend to increase Math gains from 50% to 55% and improve achievement from 61% to 63%. We will also work to improve each subgroup with the lowest quartile from 38%to 43%, ELL from 50% to 55%, and ESE from 15% to 20% proficiency.
Point Person	Stacey Poole (stacey.poole@osceolaschools.net)

Action Step	
Description	1. Provide professional development in math standards strategies aligned to the Marzano Instructional Framework to enhance use of effective instructional strategies. Monthly PD opportunities will include Math Discourse, Shifts in Mathematics, Use of SMPs, Understanding the DOK of the standards, Standards-Based Lesson Planning, and Cooperative Learning Strategies provided by instructional coaches, district resource teachers, ELL/ESE Resource Teachers and other support resources. 2. Enhance teachers' mathematics instruction by expanding the implementation of targeted math tasks by supporting instructional teams weekly as supported by the Math Coach attending common planning sessions twice a month. 3. Increase level of rigor through authentic use of learning goals and scales as supported by the math coach during common planning sessions twice a month.. 4. Provide feedback on lessons to ensure that standards are taught and assessed to the intended depth as observed through weekly classroom walk-throughs with administration using a monitoring tool similar to district tool. Feedback is sent within one day by the Leadership Team. 5. Continue to utilize the ELL task force to monitor progress of ELL students through weekly walk-throughs and the ESOL compliance specialist will provide professional development in selecting appropriate ELL strategies for essential standards.
Person Responsible	Stacey Poole (stacey.poole@osceolaschools.net)

Plan to Monitor Effectiveness	
Description	1. Student data will be tracked through school-wide assessment tools (i-Ready and District Math bi-quarterly formative assessments) to identify and target specific students and areas that are not meeting the expected growth or proficiency through the MTSS and Stock-Take process. 2. Walkthroughs will be utilized to prioritize staff professional development needs as well as monitor and guide the implementation of professional development provided. 3.School Stocktake Model will take place monthly or bi monthly to report progress to the Principal on the Area of Focus. 4. Principals will update Assistant Superintendents of Curriculum during their monthly check-ins. 5. Principal will share and update the Chief of Staff and Assistant Superintendents once a quarter on progress the Area of Focus through the School Stocktake Model.
Person Responsible	Nathan DeRight (nathan.deright@osceolaschools.net)

Activity #3	
Title	Strengthen collaborative processes to ensure that the learning needs of all students are met.
Rationale	Research states, if teachers participate in authentic collaborative teams, that produce engaging lessons using high yield strategies and best practices and are monitoring the progress to guide the instruction, then student achievement will increase.
Intended Outcome	ELA proficiency will increase by 3% in all sub groups (lowest quartile from 42%to 45%, ELL from 37% to 40%, and ESE from 25% to 28%). Math proficiency will increase by at least 3% in all sub groups (lowest quartile from 38%to 43%, ELL from 50% to 55%, and ESE from 15% to 20).
Point Person	Jennifer Glasheen (jennifer.glasheen@osceolaschools.net)

Action Step	
Description	1. PLC teams will meet each month during early release and on two individual planning periods a month, for the purpose of assessing, analyzing, reflecting and revising plans on course progression of individual student's needs as a collaborative team. 2.Collaborative teaming professional development will be conducted throughout the year to build shared knowledge of PLC processes. The PLC point person will conduct pd on the following: Using Microsoft TEAMS for continued collaboration-for all teachers How to work with resistant teammates-for PLC Leads Further PD will be planned as needed. 3. Mentoring from the school PLC Lead will be conducted for teams who are struggling, and additional support will be given so they become an effective collaborative team. Leadership team members in conjunction with PLC team leads will report to the PLC point person to ask for specific needs/support. 4. GradeCam will be used by each PLC team for the purpose of assessing, analyzing, reflecting and revising plans on course progression of individual student's needs. Professional Development will be provided based on the needs of each team, particularly for kindergarten and first grades. 5. A PLC Guiding Coalition will be formed to oversee the process. 6. District formative assessments will be given every four and a half weeks in all accountability areas. 7. TEAMS will be utilized school-wide to assist in tracking data, as well as fully participate in the PLC process.
Person Responsible	Jennifer Glasheen (jennifer.glasheen@osceolaschools.net)

Plan to Monitor Effectiveness	
Description	1. Administration, PLC Lead, and PLC Guiding Coalition will monitor all accountability area collaborative teams, to ensure time is being used effectively and to evaluate the level of each PLC Team weekly. 2. PLC Seven Stages rubric will be used to measure Pre - Mid - End of school year progress of the PLC teams. 3. School Stocktake Model will take place monthly or bi monthly to report progress to the Principal on the Area of Focus. Principals will update Assistant Superintendents of Curriculum during their monthly check-ins. 4. Principal will share and update the Chief of Staff and Assistant Superintendents once a quarter on progress of the Area of Focus through the School Stocktake Model.

Person Responsible	Nathan DeRight (nathan.deright@osceolaschools.net)

Activity #4	
Title	Strengthen the process of identifying student needs and providing the appropriate interventions.
Rationale	Research shows that responding to individual student needs through a multi-tiered system of supports will improve student achievement.
Intended Outcome	The percentage of students in the lowest quartile showing learning gains on the FSA will increase by 5%. Additionally, the percentage of students currently remaining at their level of proficiency or increasing their level of proficiency will increase by 3%.
Point Person	Kathy Blades (katherine.blades@osceolaschools.net)

Action Step	
Description	1. Kathy Blades, MTSS coach and Michelle Macmillan, EES will provide professional development via a book study to grade level facilitators in order to enhance understanding of MTSS using the book Taking Action a Handbook for RTI at Work by Buffum, Mattos, Malone starting October 30th. The book study team will meet every other week for 30 minutes and utilizing the Team program to discuss the book using deep dive questions. 2. Kathy Blades, MTSS coach will provide a professional development to teachers on October 15, 2018 to develop strategies to Meet the needs of the Lowest Quartile students. 3. The problems solving team and Kathy Blades MTSS coach will meet with all teachers individually, bi-weekly starting August 27, 2018 to discuss the academic needs of all students including intervention and extension of learning.
Person Responsible	Kathy Blades (katherine.blades@osceolaschools.net)

Plan to Monitor Effectiveness	
Description	1. Student data will be tracked through school-wide assessment tools (i-Ready and formative assessments) to identify and target specific students and areas that are not meeting the expected growth or proficiency. 2. Walkthroughs will be utilized to prioritize staff professional development needs as well as monitor and guide the implementation of professional development provided. 3.School Stocktake Model will take place monthly or bi monthly to report progress to the Principal on the Area of Focus. 4. Principals will update Assistant Superintendents of Curriculum during their monthly check-ins. 5. Principal will share and update the Chief of Staff and Assistant Superintendents once a quarter on progress the Area of Focus through the School Stocktake Model.
Person Responsible	Nathan DeRight (nathan.deright@osceolaschools.net)

Activity #5	
Title	Improve student attendance at school as well as timeliness to school.
Rationale	Research indicates that if students attend school regularly, then they are more academically successful.
Intended Outcome	We will improve average daily attendance by 2%. Additionally, the number of students missing 18 days or more of school will decrease by 10%.
Point Person	Nydia Torres (nydia.torres@osceolaschools.net)
Action Step	
Description	1. Maintain the attendance task force that will develop incentives for attendance and recognize students for positive attendance. Additionally, the task force will research best practices for student engagement and motivation in the classroom to encourage students to be in attendance more often. 2. Meet with parents of students that are missing 10% or more of the school year to collaborate ways to improve attendance. 3. Continue having a designated staff member to assist with monitoring attendance and problem-solving potential truancy cases.
Person Responsible	Nydia Torres (nydia.torres@osceolaschools.net)
Plan to Monitor Effectiveness	
Description	1. Average daily attendance and the EWS report will be reviewed weekly and through Stock-takes. 2.Discuss attendance trends with school-wide PLC. 3.School Stocktake Model will take place monthly or bi monthly to report progress to the Principal on the Area of Focus. 4. Principals will update Assistant Superintendents of Curriculum during their monthly check-ins. 5. Principal will share and update the Chief of Staff and Assistant Superintendents once a quarter on progress the Area of Focus through the School Stocktake Model.
Person Responsible	Nathan DeRight (nathan.deright@osceolaschools.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.

Our school strives to involve all parents in the planning, review, and improvement of Title I programs and out Parent & Family Engagement Plan. All parents are invited to attend meetings regarding the development of the required plan through flyers, school marquee, and REMIND. Parents are asked for their input on activities and trainings provided by the school. The school uses the notes from the group discussion to guide writing the plan.

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.

Positive Behavior Interventions & Supports (PBIS) and Restorative Practice trainings have been scheduled through the use of Title IV funds. The school district has also added 13 district social worker positions and 2 psychologist positions to support the socio-emotional needs of students.

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

To support the transition of Pre-K students to elementary, the school district scheduled a one-hour open house prior to the K-5 elementary students specifically for the welcome and transition of Pre-K students to their elementary school.

To support the transition of elementary to middle, middle school counselors are scheduled prior to the end of the school year to visit the elementary feeder schools. During the visit, the guidance counselor(s) share information about course offerings, school clubs/organizations, and expectations for the students as they transition from elementary to middle school.

To support the transition of middle to high school, each comprehensive high school has a College/ Career Specialist paid through a grant with Valencia College to support students in their pursuit of opportunities post-high school. Naviance software is used at the high schools to give students the opportunity to explore career options and interests.

A DJJ Commitment Specialist is employed to support students entering/leaving the juvenile justice program and a transition plan is created to help any students leaving DJJ and returning to their home-zoned school.

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 leadership team conducts stock-takes monthly in order to monitor, evaluate, and plan for student progress, utilizing formative and state assessments. Plans are developed and resources are assigned to areas of need.

Title I, Part A
Funds may be used to support extended learning and remediation materials and/or professional development and academic coaches.

Title I, Part C-Migrant
When Migrant children enroll, the Title I Migrant staff ensures that students receive a fair and equitable opportunity to achieve a high quality education and assistance transitioning to post-secondary education or employment.

Title I, Part D
When Neglected and/or Delinquent children enroll, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

Title II

Focused professional learning opportunities are offered in: English Language Arts, Mathematics, Instructional Pipeline and Framework Design, and Professional Learning Communities (PLC).

Title III

The Multicultural Department assists in the identification of at-risk Limited English Proficiency (LEP), immigrant, and Native American students. Research-based, comprehensive educational programs help reduce barriers that result from cultural and linguistic needs.

IDEA provides support for students with an Individual Education Plan (IEP), students identified through the Preschool Education Evaluation Program (PEEP), and students identified through gifted screening of all second grade Title I students.

Title IV

The Student Support and Academic Enrichment (SSAE) program is intended to help to:
1. Provide a well-rounded education,
2. Improve safe and healthy school conditions and
3. Improve the use of technology in order to improve the academic achievement and digital literacy of all students. (ESEA section 4101).

Title IX

To help eliminate education barriers the District Liaison works with the school to help homeless students to enroll, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health/academic referrals and resource vouchers.

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

Supplemental district guidance counselors, paid through Title IV funds, to support elementary implementation of Project Lead the Way, and course acceleration and college and career achievement at the secondary levels. Naviance software is used at the high schools to give students the opportunity to explore career options and interests. Campus tours of Valencia College and Osceola Technical College (oTech) are offered for students in seventh and eleventh grades to learn about career options and potential areas of study.

Part V: Budget	
Total:	$13,500.00