Harmony Community School

2018-19 Schoolwide Improvement Plan

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Harmony Community School

3365 SCHOOLHOUSE RD, Harmony, FL 34773

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	No	38%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	27%

School Grades History

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

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.

Harmony Community School: A community that teaches, inspires, respects, and celebrates, everybody every day.

Provide the school's vision statement.

Harmony Community School: Where everyone leads by example through personal responsibility, contribution, and hard work.

School Leadership Team

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

Name	Title
Davenport, Sandra	Principal
Micale, Dorota	Assistant Principal
Osborne, Deanna	Instructional Coach
Besser, Susan	Instructional Media
Williams, Alissa	Dean
Andriaccio, Emily	School Counselor
Posiack, Jessica	School Counselor
DeRight, Matthew	Assistant Principal

Duties

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

The role of the members are to assist in leadership decisions through collaboration for school improvement.
Principal - Running daily operations of the school. Instructional leader. Progress monitoring of school wide initiatives to support school improvement.

Assistant Principal - Running daily operations of the school. Instructional leader. Progress monitoring of school wide initiatives to support school improvement. Stocktake. SIP monitoring. Feedback to teachers and staff. Monthly report monitoring.

Dean - Support school wide improvement through positive discipline initiatives.

Guidance Councelor - Support school wide improvement through MTSS, iReady, career planning, and promoting a positive culture using the 7 Habits.

Instructional Coach - Support school wide improvement through literacy initiatives as well as providing professional development, modeling effective/best practices, supporting new teachers and AVID coordination.

Instructional Media - Support school wide improvement through school wide literacy initiatives.

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	16	11	12	18	2	4	6	0	0	0	0	116
One or more suspensions	0	0	3	1	0	0	2	7	1	0	0	0	0	14
Course failure in ELA or Math	0	0	0	0	0	0	0	2	0	0	0	0	0	2
Level 1 on statewide assessment	0	0	1	1	2	7	1	3	3	0	0	0	0	18

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	1	2	7	1	3	3	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	2	2	0	0	0	0	0	0	0	0	0	0	7
Retained Students: Previous Year(s)	1	2	5	5	0	0	0	0	0	0	0	0	0	13

Date this data was collected
Tuesday 7/17/2018

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	18	12	12	15	10	22	4	3	0	0	0	0	0	96
One or more suspensions	2	2	3	2	4	6	1	3	0	0	0	0	0	23
Course failure in ELA or Math	0	0	0	0	10	0	0	0	0	0	0	0	0	10
Level 1 on statewide assessment	0	0	0	4	17	27	11	10	5	0	0	0	0	74
	1	0	0	0	0	0	0	0	0	0	0	0	0	1

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	1	2	4	8	3	2	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	18	12	12	15	10	22	4	3	0	0	0	0	0	96
One or more suspensions	2	2	3	2	4	6	1	3	0	0	0	0	0	23
Course failure in ELA or Math	0	0	0	0	10	0	0	0	0	0	0	0	0	10
Level 1 on statewide assessment	0	0	0	4	17	27	11	10	5	0	0	0	0	74
	1	0	0	0	0	0	0	0	0	0	0	0	0	1

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	1	2	4	8	3	2	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?

Students with disabilities. SWD students scored at 28% proficient in ELA and 22% proficient in Math on the FSA. Overall focus on math and SWD must be implemented.

Which data component showed the greatest decline from prior year?

Math Learning gains dropped from 60% to 55% proficient as well as math learning gains dropped from 69% to 67%. SWD gains dropped from 28% to 22%

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

Overall, Harmony's data is all above the district and state average with the exception of 7th grade math. This data component was reported on a group of 17 students.

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

Lowest quartile ELA gains increased from 40% to 55%. Science increased from 69% to 74% as well as Civics from 83 to 92. ELA achievement increased from 64% to 69% and lowest quartile ELA increased from 40% to 55%

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

Standards based flexible grouping of students through the PLC process utilizing common formative assessments. Focus on goals and scales in conjuction with DOK.

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	71%	51%	56%	71%	52%	52%
ELA Learning Gains	69%	54%	55%	63%	55%	52%
ELA Lowest 25th Percentile	55%	46%	48%	58%	50%	46%
Math Achievement	71%	54%	62%	70%	53%	58%
Math Learning Gains	67%	56%	59%	65%	56%	58%
Math Lowest 25th Percentile	55%	42%	47%	50%	49%	46%
Science Achievement	74%	51%	55%	74%	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 (18)	24 (12)	16 (12)	11 (15)	12 (10)	18 (22)	104 (89)
One or more suspensions	0 (2)	0 (2)	3 (3)	1 (2)	0 (4)	0 (6)	4 (19)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (10)	0 (0)	0 (10)
Level 1 on statewide assessment	0 (0)	0 (0)	1 (0)	1 (4)	2 (17)	7 (27)	11 (48)

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	70%	51%	19%	57%	13%
	2017	73%	53%	20%	58%	15%
Same Grade Comparison	-3%					
Cohort Comparison						
04	2018	72%	48%	24%	56%	16%
	2017	57%	50%	7%	56%	1%
Same Grade Comparison	15%					
Cohort Comparison	-1%					
05	2018	62%	50%	12%	55%	7%
	2017	65%	48%	17%	53%	12%
Same Grade Comparison	-3%					
Cohort Comparison	5%					

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	67%	51%	16%	62%	5%
	2017	70%	56%	14%	62%	8%
Same Grade Comparison		-3%				
Cohort Comparison						
04	2018	72%	53%	19%	62%	10%
	2017	66%	55%	11%	64%	2%
Same Grade Comparison		6%				
Cohort Comparison		2%				
05	2018	66%	52%	14%	61%	5%
	2017	60%	49%	11%	57%	3%
Same Grade Comparison		6%				
Cohort Comparison		0%				

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	63%	49%	14%	55%	8%
	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	30	56	50	23	44	45	47				
ELL	39	54	64	50	69						
BLK	57	45		57	55						
HSP	65	73	59	66	66	57	71	78	91		
WHT	72	68	53	73	67	54	73	95	75		
FRL	59	64	54	54	59	52	66	85	71		
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	28	41	29	29	51	50	32				
ELL	50			42							
BLK	64			38							
HSP	63	61	36	69	72	63	68				
MUL	64			55							
WHT	71	65	42	71	69	61	71	86	78		
FRL	51	53	33	55	61	45	49	71			

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	Literacy impacts all content areas of student learning. By focusing school wide resources in this area, student achievement will be positively impacted. After review of school wide data ELA lowest quartile achievement was at 55% and learning gains overall at 69%.
Intended Outcome	By supporting all students in literacy, we expect to see one the school's ELA lowest quartile achievement increase to 60% and learning gains increase overall to 73%.
Point Person	Deanna Osborne (deanna.osborne@osceolaschools.net)

Action Step	
Description	1)MTSS meetings with IAT occur every Thur. to support and monitor growth. IAT members utilize data from multiple sources such as iReady, classroom grades and FSA scores. The IAT members use a problem solving framework to determine research based interv. that will be implemented.

2) Staggered iii time for student support is embedded within the master schedule for K-5 students. iii time is 40 minutes 4x weekly and it utilized for intensive support/extension for all students. Tier 2 and 3 students work in small group for remediation as well as students who need extension are offered time to be enriched. Monitoring for fidelity; weekly classroom walkthrough's by admin team and coaches.

3) All MS students are enrolled in a 50 minute reading course above the required lang arts course through the master schedule. The schedule allots time for all MS students to receive an additional 50 minutes of reading support/ extension through their certified reading teacher.

4) There is a 20 minute HR time scheduled into the MS master schedule which gives 20 minutes 4x weekly to receive support in all academic areas for 6 thru 8th grade students by their teachers.

5) Ext. learning opp. will be provided outside of the regular school day for 3rd thru 5th grade lowest quartile students before school. Students are identified through FSA and iReady data. Remediation is given by a certified teacher 2x weekly for 10 weeks.

6) Ext. learning opportunities will be provided outside of the regular school day for 6th- 8th grade students who are identified as missing specific standards. Remediation will take place afterschool and is given by a certified teacher 2x weekly for 16 weeks.

7) Int. support for ESE students as identified through Corrective Reading is given 4x per week for 40 min delivered by Melissa Muralles, VE teacher. Student support given during built in iii time.

8)PD. in literacy content areas:
8/21 - 4th grade ELA 101, by Elem. Curriculum Dept. & PLC leads
8/27 - 5th grade ELA 101, by Elem. Curriculum Dept. & PLC leads
9/6 - K-2 teachers NSGRA, provided by Elem. Curriculum Dept.
9/13 - K-8 teachers iReady, provided by Stephanie McDonald from iReady
9/18 - 3rd grade ELA 101, provided by Elem. Curriculum Dept.& PLC leads
9/19 - 6th - 8th grade ELA teachers Core Connections, Erin from Core Connnections
9/20 - 2nd grade ELA 101, provided by Elem. Curriculum Dept. & PLC leads |

9/25 - K-8 Aligning tasks to the DOK, by Dave Maddock
10/11 - K-8 teachers Collaborative Learning Structures, provided by Annette Kalloo
10/11 - 6th -8th grade Reading teachers Core Connections, by Erin from Core Connections
10/15 - K-2 Jan Richardson's Guided Reading, provided by Deanna Osborne, Literacy Coach
10/29 - 6th-8th grade Reading Teachers Teen Biz training, Jackie Daily from Teen Biz

9)Support of 31 ELL students through ELL taskforce which consists of AP, Guidance clerk, Gen Ed. teacher and school ESOL Compliance Specialist. Team meets monthly to discuss individual student needs in all areas.

Person Responsible	Deanna Osborne (deanna.osborne@osceolaschools.net)

Plan to Monitor Effectiveness

Description

1) Monitoring occurs through administration and coaches conducting classroom walkthrough's to insure recommended interventions are implemented with fidelity. Progress monitoring of student growth through iReady.

2) Monitoring of fidelity and implementation by administration and coaches conducting walkthrough's. MTSS monitors student growth. Common Assessment data monitored by administration.

3) Student effectiveness and growth on iReady and TeenBiz lessons are utilized for monitoring and conducted by Deanna Osborne and Emily Andriaccio.

4) Walkthough's by administration and coaches during homeroom time to monitor fidelity of implementation and designed purpose. Student grade monitoring by Dean of students.

5 & 6) Monitoring of attendance and coorelation to iReady growth as well as classroom progress. Monitoring my Deanna Osborne Literacy Coach and MTSS team.

7) corrective Reading data trackers kept on students and coorelation to growth within the classrom and iReady will be monitored by administration and Melissa Muralles.

8) Evidence of implementation will be observed during classroom walkthrough's by coaches and aministrative team. Feedback and support will be given as needed.

9) Student performance with grades and iReady growth of ESOL students will be monitored by ESOL compliance and reported to administration monthly .

10) School Stocktake Model will take place monthly to report progress to the Principal on the area of the Literacy Area of Focus. Principal will update her Assistant Superintendent of Curriculum monthly. Principal will share and update the Chief of Staff and Asst. Superintendent 1x a quarter on progress on area of focus.

Person Responsible	Dorota Micale (dorota.micale@osceolaschools.net)

Activity #2	
Title	Ensure high levels of mathematics achievement for all students.
Rationale	After review of school wide data, math gains overall continue to be low. Current lowest quartile gains are at 55% and over all math learning gains are 67%.
Intended Outcome	By supporting students in mathematics, Lowest quartile gains will increase from 55% to 60% and math learning gains will increase from 67% to 72%.
Point Person	Alissa Williams (alissa.williams@osceolaschools.ent)
Action Step	
Description	1. Weekly MTSS meetings with IAT occur every Thursday to support and monitor growth. IAT members utilize data from multiple sources such as iReady, classroom grades and FSA scores. The IAT members use a problem solving framework to determine research based interventions that will be implemented. IAT members are guidance, Assistant Principal, School Psychologist, Speech Pathologist, RCS, Dean and Literacy Coach. 4th and 5th grade will offer flexible groups for iii math support every Monday for 50 minutes. Grade level PLC Facilitators will monitor progress. Additional monitoring will occur through coaches conducting classroom walkthrough's to insure recommended interventions are implemented with fidelity.

2. Math tutoring occurs every Wednesday from 2:45-3:45. Tutoring is available to all middle school students in 6th - 8th grade. Tutoring is offered by High School honor society students, attendance and tutoring is monitored by support staff.

3. Tier 3 middle school students are pulled into small group 4 day's per week during homeroom time which totals 20 minutes per day. Students were placed into small group based on iReady data, instruction is delivered by classroom teachers.

4. Math support bootcamp will be offered to students in the lowest quartile based on iReady and FSA data for grades 3-8. This will occur for 3 hours on 2 Saturday's for in April.

5. VE intensive support for identified ESE students daily for 30 minutes. Master schedule was created with ESE department to provide fluid support of ESE students in a support facilitation model.

6. Support of 31 ELL students through ELL taskforce which consists of AP, Guidance clerk, 1 teacher and school ESOL Compliance specialist. This team will meet monthly to monitor the progress of the ELL students and to provide support when needed. Additionally, support for classroom teachers on strategies for providing instructional support to their ELL students.

7. Math Mondays will be implemented in 4th and 5th grade. During PLC meetings teachers will use iReady data to form flexible groups based on the standards that students need remediation with. Small group standards based instruction occurs during iii time every Monday.

8. Grade Level Math training provided by the district math resource teachers for every grade level K-8. Schedule is created by district staff for attendance. These training provide teachers with resources and strategies to provide high levels of content based instruction. |
| **Person Responsible** | Alissa Williams (alissa.williams@osceolaschools.ent) |

Plan to Monitor Effectiveness	

Description	1. iReady reports are generated after each diagnostic and each growth monitoring assessment. Additional reports will be generated as needed based on MTSS team discussion. Pass rate and time on task to be pulled monthly for all students. Continual progress monitoring of students placed into Tier 2 and Tier 3 occurs throught the IAT members.

2. Both iReady data and classroom grades of students who attend tutoring are utilized to monitor the effectiveness of the program.

3. IAT members will utilize multiple sources of data including iReady data, MTSS instruction data, and classroom grades to monitor Tier 3 Student progress. Student progress monitoring data will be used to determine if the interventions are effective. Data chats will occur with each classroom teacher twice annually.

4. Administration will monitor effectiveness using FSA, iReady and EOC data.

5. Monitoring occurs through classroom walkthrough's by administration as well as through iReady data and classroom grades.

6. Monitoring will occur through multiple sources of data to include iReady growth as well as classroom grades.

7. Progress monitoring will occur through data chats with teachers that occur twice per year. Additional monitoring will occur through iReady progress monitoring data as well as classroom grades. Data chats will occur with every teacher twice annually utilizing iReady progress monitoring data.

8. Classroom walkthroughs by administration and coaches will be used to look for these practices being implemented with fidelity.

9. School Stocktake Model will take place monthly to report progress to the Principal on the all areas of focus. Principal will update her Assistant Superintendent of Curriculum monthly. Principal will share and update the Chief of Staff and Asst. Superintendent once a quarter on progress on areas of focus.

Person Responsible	Matthew DeRight (matthew.deright@osceolaschools.net)

Activity #3	
Title	Strengthen collaborative processes to ensure that the learning needs of all students are met.
Rationale	Currently Harmony Community is at a PLC Stage 4 out of 7 and is currently developing common assessments. Engagement in professional learning communities is a proven method to reach high levels of student achievement. If teachers engage in authentic PLC's, progress toward rigorous, standards based lessons with strong student engagement and student achievement will increase.
Intended Outcome	Through the use of common assessments, alignment of student tasks to depth of knowledge and grade level standards, student achievement will increase. Harmony Community School's PLC stage overall will increase to a 5 where teachers analyze student data to support and extend lessons based on student need.
Point Person	Christina Kading (christina.kading@osceolaschools.net)
Action Step	
Description	1) Grade level PLC facilitators meet monthly with the vertical team for progress monitoring by the principal. 2) Wednesday is an early release day and teachers are given an hour for planning within the PLC. Teams meet 4 Wednesday's per month as well as during 2 planning periods each month. 3) Mentoring will be given to struggling teams to support their growth into a high functioning PLC. 4) Grade level PLC's will create common assessments to form flexible groups for student support and extension. Common assessments are created on essential standards. 5)Professional Development: Grade Cam Training August 29 - Justin Seabolt - Offered to all K-8 teachers PLC Facilitator Training Sept 7 - District provided for PLC Lead and admin How to progress to a highly effective PLC - Oct 15 - Tina Kading - offered to K-8
Person Responsible	Christina Kading (christina.kading@osceolaschools.net)
Plan to Monitor Effectiveness	
Description	1) Principal will meet with vertical team to offer support and feedback monthly. 2)Grade level PLC's will report Stage progress twice per year to administration. Admin, PLC Lead and Coaches will monitor to ensure and give feedback on progress and use of time. 3)Administrative staff will attend weekly PLC meetings to offer support and keep teams focused on task alignment and monitor progress. 4) Monitoring through Grade Cam and analysis of data to support grouping of students will be evident in classroom instruction during walkthrough's. Formative artifacts will also be seen. 5)School Stocktake Model will take place monthly to report progress to the Principal on the

area of the Literacy Area of Focus. Principal will update her Assistant Superintendent of Curriculum monthly. Principal will share and update the Chief of Staff and Asst. Superintendent once a quarter on progress on areas of focus.

Person Responsible   Dorota Micale (dorota.micale@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.

Harmony offers many day time and evening activities to build rapport with families. We infuse the 7 Habits into monthly SAC meetings where each grade level represents a Habit to the community and stakeholders. Annual science and Math nights as well as band and chorus concerts are held. Harmony Students share their progress through student led conferences and an annual Leadership Day. HCS utilizes the Remind App and a newsletter at the school level as well as individual classroom level. FOCUS is a district program that allows parents to view their students grades as well as any conference notes.

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.

Harmony Community School employs 2 full time guidance counselors, who are available to meet with students and listen to any concerns regarding students emotional state of mind. HCS is adding a 5th VE teacher this year. Our VE teachers ensure any student with an IEP who needs social/emotional support through small group direct instruction recieve support. Harmony also holds the following community projects specifically for HCS students:
Food drive, coat drive, shoe drive. Harmony offers Leadership Clubs school wide where all students are able to chose a program to showcase leadership skills as well as have an End in Mind of community service.
Students who are in transition, receive weekly food donations as well as clothing donated from Osceola County.
Students school wide have leadership opportunities infused within the school day. Middle school Teacher Assistant Program will support HCS elementary students by assisting with classroom academics when called upon. Both of our school counselors will go to classrooms for lessons that expand upon a variety of topics that meet students' social-emotional needs. HCS also participates in the Bookmark Buddies program which provides one on one mentors for struggling third grade students in the area of reading.

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

We house a pre-k program in our school and those students all attend VPK on HCS campus. This ensures students at an early age are beginning to understand procedures and routines for the school they will attend for K. PreK, as well as K, offer a staggerd start to build positive rapore and relationships with students.5th and 8th grade students are offered an open house when they transition into middle and high school. Incoming 6th grade students are offered a week long summer preparation program. Guidance councelors are available to all students. 8th grade students are also offered My Career Shines.

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.

Our IAT team plans to continue with the same strategy as last year, which involves identification of students based on data, push-in services to the classroom, daily iii intervention services in every class as well as additional support to ESE students through iii intensive remediation for math and ELA. Our monitoring system includes regularly scheduled MTSS meetings to ensure progress monitoring of all students. This includes a fluid process of increasing support and enrichment as needed. Our SIP goals are designed to support the core instruction as well as those identified in our MTSS system.

SAI funding will be used for before school and Saturday interventions in Reading, Math, and Science. Local funds used to fund professional development: Writing Core Connections and Math Solutions as well as science camps and professional Development.

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

Guidance provides district courses on college and career readiness to all 8th grade students. This program also provides a off campus trip to Valencia College where students receive real world experience in learning about college and options available to them. There is very little opportunity course selection at the elementary level. However students are exposed to the arts and physical education on a daily basis. Teachers are constantly making connections between what students learn and how they will apply it in the real world.

Part V: Budget

Total:	**$8,800.00**