

School District of Osceola County, FL

Osceola County School For The Arts



2018-19 Schoolwide Improvement Plan

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Osceola County School For The Arts

3151 N ORANGE BLOSSOM TRL, 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)
High School 6-12	No	43%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	74%

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.

It is our Mission to provide a community that nourishes and nurtures the personal integrity and creative expression of our students in their pursuit of artistic and academic excellence.

Provide the school's vision statement.

The Osceola County School for the Arts will grow to become an artistic showcase where the community gathers to appreciate the artistic talents and academic achievements of its students.

School Leadership Team

Membership

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

Name	Title
Evens, Chundra	Principal
Conners, Mark	Assistant Principal
Bell, Tiffany	Dean
Long, Jeanette	Assistant Principal
Sloan, Nikki	Instructional Coach
Hadley, Elizabeth	Instructional Coach
Huntington, Jeremy	Teacher, K-12

Duties

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

Mrs. Chundra Evens - Principal - School StockTake Official and will monitor the SIP and received monthly reports and give feedback, conducts StockTakes focusing on literacy and math monthly, asks critical questions to point people, driving StockTake conversations with areas of focus point people that are accountable for information.

Dr. Jeanette Long - Assistant Principal - StockTake Facilitator, will monitor the SIP and receive monthly reports and give feedback, time keeper, liaison between point people and principal, meets with all point people before StockTake gathering critical information to be discussed and consult PPs with their individual ratings.

Mr. Mark Conners - Assistant Principal - Stocktake PLC Point Person (PP), monitor the SIP and receive monthly reports and give feedback, monitor each PLC and meet with PLC leads monthly prior to StockTake.

Tiffany Bell - Dean/MTSS Coach - StockTake MTSS PP, monitors student progress in Tier 1, 2, 3, organizes and monitors Academic Intervention

Elizabeth Hadley - Academic Coach - StockTake Literacy PP - creates school-wide literacy plan and organizes Tier 2 and 3 literacy interventions, organizes school-wide professional development.

Nykwanna Sloan - Instructional Coach/Testing Coordinator - creates school-wide assessment calendar and organizes related professional developments, MTSS team member, Threat Assessment Team member

Jeremy Huntington - Creative Arts Director/Visual Arts Teacher - Organizes Arts Advisory, assists in facilitating Wednesday schedule and calendar ensuring time for PLCs.

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	0	0	0	0	0	0	6	2	3	11	9	17	23	71	
One or more suspensions	0	0	0	0	0	0	0	0	0	1	3	1	3	8	
Course failure in ELA or Math	0	0	0	0	0	0	2	1	0	6	2	0	0	11	
Level 1 on statewide assessment	0	0	0	0	0	0	0	2	0	3	0	3	0	8	

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	0	0	0	0	0	3	2	1	1	7	

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	0	0	0	2	2	0	0	0	0	0	4
Retained Students: Previous Year(s)	0	0	0	0	0	0	2	1	1	3	1	4	3	15

Date this data was collected

Friday 9/21/2018

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	0	0	0	0	0	0	3	1	4	11	10	13	27	69	
One or more suspensions	0	0	0	0	0	0	0	0	0	3	4	2	2	11	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	1	0	0	4	1	6	
Level 1 on statewide assessment	0	0	0	0	0	0	3	4	3	7	16	14	12	59	

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	0	0	2	1	0	1	3	2	3	12

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	0	0	0	0	0	0	3	1	4	11	10	13	27	69
One or more suspensions	0	0	0	0	0	0	0	0	0	3	4	2	2	11
Course failure in ELA or Math	0	0	0	0	0	0	0	0	1	0	0	4	1	6
Level 1 on statewide assessment	0	0	0	0	0	0	3	4	3	7	16	14	12	59

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	0	0	2	1	0	1	3	2	3	12

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?

Math - 73.7% students made learning gains in math
Lowest scoring Grade Level Groups: 7th grade 65.5%, 6th grade 65.9%
Students who scored levels 1 and 2 - 55.1% made learning gains
Students who scored levels 4 and 5 - 62.5% made learning gains

Which data component showed the greatest decline from prior year?

Math Lowest Quartile Learning Gains - 3 point decline

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

Math above state average (66% learning gains)
State average 46%

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

Social Studies and Mathematics had a 6% gain in achievement.

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

The changes that led to the improvement in social studies and mathematics weekly PLCs, SAI after school tutoring, Saturday remediation and enrichment opportunities.

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	92%	56%	56%	88%	50%	52%
ELA Learning Gains	74%	54%	53%	63%	42%	46%
ELA Lowest 25th Percentile	83%	47%	44%	58%	33%	38%
Math Achievement	84%	39%	51%	81%	42%	43%
Math Learning Gains	74%	40%	48%	67%	40%	39%
Math Lowest 25th Percentile	66%	46%	45%	61%	36%	38%
Science Achievement	88%	67%	67%	96%	69%	65%
Social Studies Achievement	99%	70%	71%	86%	66%	69%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
Attendance below 90 percent	6 (3)	2 (1)	3 (4)	11 (11)	9 (10)	17 (13)	23 (27)	71 (69)
One or more suspensions	0 (0)	0 (0)	0 (0)	1 (3)	3 (4)	1 (2)	3 (2)	8 (11)
Course failure in ELA or Math	2 (0)	1 (0)	0 (1)	6 (0)	2 (0)	0 (4)	0 (1)	11 (6)
Level 1 on statewide assessment	0 (3)	2 (4)	0 (3)	3 (7)	0 (16)	3 (14)	0 (12)	8 (59)

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
06	2018	82%	46%	36%	52%	30%
	2017	93%	47%	46%	52%	41%
Same Grade Comparison		-11%				
Cohort Comparison						
07	2018	94%	46%	48%	51%	43%
	2017	95%	49%	46%	52%	43%
Same Grade Comparison		-1%				
Cohort Comparison		1%				
08	2018	95%	52%	43%	58%	37%
	2017	90%	48%	42%	55%	35%
Same Grade Comparison		5%				
Cohort Comparison		0%				
09	2018	88%	47%	41%	53%	35%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017	91%	48%	43%	52%	39%
Same Grade Comparison		-3%				
Cohort Comparison		-2%				
10	2018	91%	49%	42%	53%	38%
	2017	90%	47%	43%	50%	40%
Same Grade Comparison		1%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	81%	43%	38%	52%	29%
	2017	92%	41%	51%	51%	41%
Same Grade Comparison		-11%				
Cohort Comparison						
07	2018					
	2017					
Cohort Comparison		-92%				
08	2018	73%	43%	30%	45%	28%
	2017	80%	47%	33%	46%	34%
Same Grade Comparison		-7%				
Cohort Comparison		73%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	75%	42%	33%	50%	25%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	95%	68%	27%	65%	30%
2017	89%	69%	20%	63%	26%
Compare		6%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	100%	70%	30%	71%	29%
2017	98%	74%	24%	69%	29%
Compare		2%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	61%	-61%	68%	-68%
2017	89%	63%	26%	67%	22%
Compare		-89%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	86%	52%	34%	62%	24%
2017	86%	46%	40%	60%	26%
Compare		0%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	87%	39%	48%	56%	31%
2017	87%	43%	44%	53%	34%
Compare		0%			

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
ELL	57	79		53	69						
ASN	100	87		100	80				100		
BLK	85	75	73	64	59	42	78	92	100		
HSP	91	72	83	84	74	70	86	100	90	99	83
MUL	100	93		77	67						
WHT	93	74	85	87	78	78	95	100	95	100	81
FRL	90	74	80	81	73	60	84	100	91	100	81
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				65	47						
ELL	57	67	70	63	56	55					
ASN	97	80		97	71		100	100			
BLK	92	71	76	83	73	84	96	88			
HSP	89	70	81	81	65	63	90	91	98	100	92
MUL	100	71		87	71						
WHT	94	71	78	91	70	77	85	96	90	100	91
FRL	91	71	79	83	65	68	90	92	96	100	88

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 (SDOC Strategy 1A) SDOC Strategy 1 - Ensuring high levels of learning for all students in literacy.
Rationale	Maintain or increase proficiency in ELA by at least 1%. From 2017-2018 we have maintained a 92% proficiency. Grade 6 - 68% learning gains in 2018 Level 4 and 5 students - 66% learning gains in 2018
Intended Outcome	To maintain or increase proficiency. Increase the percentage in learning gains from 74% to 75%.
Point Person	Jeanette Long (jeanette.long@osceolaschools.net)
Action Step	
Description	<p>We will ensure high levels of learning for all students in literacy:</p> <ol style="list-style-type: none"> 1. ELA professional learning community will monitor middle school students through iReady, Achieve 3000, and use iReady available resources. *Each ELA Teacher will service and monitor their own classes. *Monitoring will take place weekly in before meeting in PLCs. 2. ELA professional learning community will Identify middle school students who have scored a level 1 or 2 in FSA and show 2 or more grade levels below in iReady. * ELA PLC lead and Literacy coach along with MTSS Coach and the ELL Task Force (ESOL specialist, ELL administrator, pertinent teacher, ESOL assistant, Guidance Counselor) will identify students who have scored a level 1 or 2 on FSA and 2 or more grade levels below iReady. Additionally, identify students that are still having major language barriers in order to ensure high levels of learning. * ELA PLC teachers have ensured these students are receiving tier 2 and 3 support and are meeting with this students on a weekly basis to check in with them through data chats, discuss overall progress. * MTSS Team will discuss progress of these students monthly and determine if students will need additional support and initiate Tier 3 support. 3. ELA PLC will monitor high school students through Khan Academy, bi-quarterly assessments, Teen Engagement, and Achieve 3000. * ELA PLC will monitor high school student progress through bi-quarterly assessments, Khan Academy, and Achieve 3000. * Teachers will discuss progress in PLCs and determine targeted group of students to receive additional support during academic intervention. * After school tutoring is available for all students to attend. Tutoring attendance will be monitored

4. Students will receive additional support and Academic Intervention and study time aligned with their deficiencies.

* Teachers will assist students in academic intervention through small group and one-on-one assistance, depending on student need.

* Successful progress will allow students to exit out of academic intervention and continued to be monitored through Tier 1.

* If student is unsuccessful after academic intervention and is already placed in Tier 2, then MTSS team will decide possible Tier 3 interventions

Additionally, ELA tutoring opportunities are available after school.

ALL students are targeted.

5. Professional Development opportunities:

*Recurring professional development opportunities will be sought by administration and ELA Coach to

ensure that the latest teaching implementations are being learned and adopted within our campus.

*ELA teachers will rotate in attending and bringing back the knowledge acquired to the rest of the ELA faculty.

*Trainings will take place during the ELA PLC or in faculty meetings, if appropriate. In addition, our

Literacy Coach will continue to be available for coaching, modeling lessons, and consulting with all teachers periodically.

Person Responsible Jeanette Long (jeanette.long@osceolaschools.net)

Plan to Monitor Effectiveness

Middle school students will be tracked through detail reports provided by iReady that outline standard deficiencies and reading skills. Intensive students will be monitored by monthly growth assessments and data will be used for instructional decisions.

Description 9th and 10th grade ELA students will be tracked through bi-quarterly data that identify weaknesses in specific tested ELA standards.

Principals will update Assistant Superintendents of Curriculum during their monthly check-ins.

Principal will share and update the Chief of Staff and Assistant Superintendents once a quarter on the progress of ELA through the School Stocktake Model.

Person Responsible Jeanette Long (jeanette.long@osceolaschools.net)

Activity #2	
Title	Ensure high levels of mathematics achievement for all students (SDOC Strategy 1B)
Rationale	SDOC Strategy 1B - Ensuring high levels of mathematics achievement for all students Math lowest quartile - from 69% (2017) to 66% (2018)
Intended Outcome	Math lowest quartile - increase to 67%.
Point Person	Mark Conners (mark.conners@osceolaschools.net)
Action Step	
Description	<p>We will ensure high levels of Mathematics achievement for all students:</p> <ol style="list-style-type: none"> 1. Mathematics professional learning community will monitor middle school students through iReady, bi-quarterly assessments, and use iReady available resources. *Each Math Teacher will service and monitor their own classes. *Monitoring will take place weekly and before meeting in PLCs. 2. Math professional learning community will Identify and monitor middle school students who have scored a level 1 or 2 in FSA and show 2 or more grade levels below in iReady. * Math PLC lead and Math coach along with MTSS Coach and the ELL Task Force (ESOL specialist, ELL administrator, pertinent teacher, ESOL assistant, Guidance Counselor) will identify students who have scored a level 1 or 2 on FSA and 2 or more grade levels below iReady. Additionally, identify students that are still having major language barriers in order to ensure high levels of mathematics achievement. * Students will receive additional support in Academic Intervention and study time aligned with their deficiencies. 3. Math PLC will monitor high school students through Khan Academy, bi-quarterly assessments, and Math Nation. * Math PLC lead and Math coach along with MTSS Coach and the ELL Task Force (ESOL specialist, ELL administrator, pertinent teacher, ESOL assistant, Guidance Counselor) will identify students who have scored a level 1 or 2 on FSA and 2 or more grade levels below iReady. Additionally, identify students that are still having major language barriers in order to ensure high levels of mathematics achievement. * Students will receive additional support in Academic Intervention and study time aligned with their deficiencies. 4. Additionally, Math tutoring opportunities are available after school. *ALL students are targeted.

*Math PLC teachers will target students who have not demonstrated mastery in standards.
*Teachers will assign students to Academic Intervention (first half hour of lunch every other day) to work with students in small groups or individual students to ensure high levels of learning is occurring and students are successful in the taught standards.

5. Math Professional Development Opportunities:

*Recurring professional development opportunities will be sought by administration and Math Coach to ensure that the latest teaching implementations are being learned and adopted within our campus.

*Math teachers will rotate in attending and bringing back the knowledge acquired to the rest of the Math faculty.

*This training will take place during the Math PLC or in faculty meetings, if appropriate. In addition, our Math Coach will continue to be available for coaching, modeling lessons, and consulting with Math teachers periodically.

Person Responsible Mark Conners (mark.conners@osceolaschools.net)

Plan to Monitor Effectiveness

Middle school students will be tracked through detail reports provided by iReady that outline standard deficiencies and reading skills. Intensive students will be monitored by monthly growth assessments and data will be used for instructional decisions.

6th - 10th grade Math students will be tracked through bi-quarterly data that identify weaknesses in specific tested Math standards.

Description

Discussions through PLCs, updates on progress and responding to data will be reported out in monthly StockTake meetings.

Principals will update Assistant Superintendents of Curriculum during their monthly check-ins.

Principal will share and update the Chief of Staff and Assistant Superintendents once a quarter on the progress of Math through the school Stocktake Model.

Person Responsible Mark Conners (mark.conners@osceolaschools.net)

Activity #3	
Title	Strengthen collaborative processes to ensure that the learning needs of all students are met, with the PLC Action Plan embedded within the action steps and monitoring (SDOC Strategy 1E)
Rationale	SDOC Strategy 1E - Strengthen collaborative processes to ensure that the learning needs of all students are met
Intended Outcome	PLCs will be pivotal in helping our school reach our School Improvement Plan of raising our current learning gains. ELA - Increase 1% in learning gains from 2018-2019 Math - Increase 1% in learning gains from 2018-2019 Science - Increase 2% in learning gains from 2018-2019
Point Person	Mark Conners (mark.conners@osceolaschools.net)
Action Step	
Description	<p>We will strengthen PLC collaborative processes to ensure that the learning needs of all students are met through the following:</p> <p>*Weekly meetings that allow for all subject areas to meet and talk about student learning. Each PLC will analyze existing data that targets standard achievement and evident trends that can help in effective lesson planning, lesson delivery, teaching/learning strategy usage, and assessment design.</p> <p>*Wednesday Modified Schedule: allows for teachers to meet in PLCs weekly each Wednesday. -PLC Leads meet monthly school PLC Lead (Literacy Coach). -School PLC Lead meets with District PLC Lead quarterly to give updates on the stages of PLCs.</p> <p>*All teachers within their PLCs will use GradeCam data from Pre/Post/ quarterly assessments.</p> <p>*PLC leads facilitate dialogue by looking at lowest tested standards and how those standards can be addressed in upcoming content taught.</p> <p>*Based on school-wide professional development on scales and breaking down a standard into learning targets, instructional coaches will monitor PLC progress and assist when needed in PLCs.</p> <p>*Allow "small PLCs time to start working on subject SMART goals developed in August. Based on notes, continue the discussion of turning less effective strategies into more effective strategies.</p> <p>*Start or continue the process of identifying how teachers will take ownership of a Marzano strategy to share with the rest of the team this year. Are there any ideas of how to incorporate Performing Arts Productions into your classrooms?</p> <p>*Allow established collaborative pairs to dive into the curriculum maps to start/continue the common assessment conversation.</p> <p>*Common formative assessments should be explicitly linked to a standard(s).</p>
Person Responsible	Mark Conners (mark.conners@osceolaschools.net)
Plan to Monitor Effectiveness	

PLCs will be tracked through a set of tasks provided by our ELA and Math coaches that highlight the Seven Stages of PLC. Each task will be submitted via OneNote upload and reviewed by the leadership team.

Pertinent data will be reviewed weekly in each PLC. This will create an awareness of challenges and successes within each subject area that will be discussed throughout the meeting.

Description

StockTake meetings will highlight PLC concerns, issues, progress.

Principals will update Assistant Superintendents of Curriculum during their monthly check-ins.

Principal will share and update the Chief of Staff and Assistant Superintendents once a quarter on the progress of PLCs through the school Stocktake Model.

Each Leadership Team member oversees a PLC.

Person

Responsible

Mark Conners (mark.conners@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.

Osceola County School for the Arts will continue building positive relationships with families through the use of the school website, Remind, School Messenger, Social Media (Twitter, Facebook) to continue positive communication and updates to students, parents, and community members.

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.

All new students can have a mentor through Student Government Association. Student counseling provided through the guidance staff. School also has an assigned social worker who works with students referred for services by the school staff.

Guidance provides counseling on Monday-Friday and open guidance on Wednesdays.

Over 40% of our staff, parents, and community business partners serve as Take Stock mentors for OCSA students.

MTSS committee also incorporates student/educator one-on-one mentorship opportunities.

Each student has access to their homeroom teacher three-four times a month that they are able to address character development, grades, and one-on-one study time per request.

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

All sixth grade students are encouraged to attend a summer enrichment camp offered at the school. This camp is designed to acclimate students to both school culture and procedures. This program also provides students the foundation of basic academic knowledge necessary to be successful in the aforementioned academic courses. Sixth grade students are also partnered with a junior or senior student to guide them through their first year transition.

Our 6th Grade team assists students and parents with OCSA procedures and AVID strategies.

All incoming middle and high school students and parents are invited to student/parent orientation night.

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.

School leadership team meets weekly to review relevant data to determine the effective interventions/strategies that will maximize student success, strategies to meet the needs of students and personnel, professional development, and problem-solving activities.

The leadership team will monitor progress of students that have exhibited need in any area.

Utilizes school district inventory control systems to track and dispense available resources.

Title I, Part C-Migrant

When Migrant children are enrolled at our school, the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. They will be contacted to help meet the needs of Migrant students, based on student achievement data, if enrolled at our school. These students will be afforded the same opportunities as all students. The liaison coordinates with Title I and other programs to ensure the student needs are met and assistance transitioning to post-secondary education or employment.

Title I, Part D

When Neglected and/or Delinquent children are enrolled in our school, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

Title II

Professional Development is provided for Core Connections, Math Solutions, and Instructional Framework Design and the Instructional Leadership Pipeline. It is also used to focus on Professional Learning Community (PLC) development and facilitation.

Title III

The Multicultural Department assists in the identification of Limited English Proficiency (LEP), immigrant, and Native American students most at-risk in meeting state standards. Support research-based, comprehensive educational programs are used to help reduce the educational

barriers that result from cultural and linguistic needs. Schools provide help for LEP, immigrant, and Native American students achieve the same standards as developed for other students.

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

Title IX

To help eliminate barriers for education the District Homeless Education Liaison works with the school FIT Liaisons to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health and academic referrals as well as vouchers for resources such as, but not limited to shoes, transportation, and school physicals.

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

OCSA has a full-time career counselor who works specifically with all students to prepare them for post-high school activities such as college, military careers and/or entering the workforce where their jobs concentrate on their art areas.

Part V: Budget

Total:

\$4,100.00