

School District of Osceola County, FL

Victory K8 Of Osceola



2018-19 Schoolwide Improvement Plan

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Victory K8 Of Osceola

2880 N ORANGE BLOSSOM TRL, Kissimmee, FL 34744

<https://victorycharterschools.org/>

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)
Combination School KG-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	95%

School Grades History

Year	2017-18	2016-17	2015-16
Grade	D	C	F

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.

The mission of Avant Garde Academy K-8 Osceola is to implement a creative student centered learning environment that will utilize the latest technology in the classroom to prepare our students with the English, Science, Technology, Engineering, & Mathematics skills to succeed in the 21st century.

Provide the school's vision statement.

Avant Garde Academy K-8 of Osceola's vision is to challenge children of all abilities to achieve excellence in a wide range of academic, cultural and social activities.

School Leadership Team

Membership

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

Name	Title
Moreno, Guillermo	Principal
Yarbrough, Madeline	Dean
Miller, Cynthia	Instructional Coach
Garcia, Geraldo	Teacher, K-12
Carranza, Lizbeth	Other
Preston, Joanne	Teacher, ESE
Cedeno, Edgar	Teacher, K-12
Perez, Elaine	Other

Duties

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

- Guillermo Moreno – Principal
 - Oversees the daily operations of the school
 - Oversees all the administrative team
 - Sets vision and mission for school
 - Leads data analysis
 - Oversees grade level team for lesson planning and data analysis
 - Monitors weekly data meetings and discusses expectations with teachers
 - Requires teachers to identify their lowest 25% and those projected to perform below grade level in Reading, Writing, Math, and Science
 - Requires teachers to identify their students' areas of need, requiring data to support their decisions
 - Requires teachers to identify the types of intervention being provided for those students and the research based materials being used
 - Monitors student growth with the use of benchmarks, mini assessment, and other classroom data provided by the teachers as well as all progress monitoring done with intervention groups
 - Provides teachers with resources and assistance analyzing data
 - Offers support for effective ways to progress monitor students and make decisions about their

academic needs

- Dr. Elaine Perez- Executive Director

Oversees operations of the school

Oversees all professional development for faculty and staff

- Mr. Santiago-Testing Coordinator

Schedules all required testing, along with overseeing implementation and technology requirements

- Lizbeth Carranza- ESOL Coordinator

Maintains ESOL compliance

Support ELL students in the classrooms

- Cynthia Miller – Instructional Coach

Facilitates the process of building consensus and increasing infrastructure to support a school-wide implementation of MTSS

Facilitates MTSS Team meetings that are focused on the problem-solving process to address the needs of all learners

Maintains a log of all Tier 2 and Tier 3 students

Presents data with classroom teacher at MTSS parent meetings for individual students

Ensures fidelity of core reading instruction and provides PD if needed

Ensures fidelity of Tier 2 intervention and provides PD if needed

Provides professional development for teachers on the implementation of the Multi-Tiered System of Support (MTSS)

Provides Tier 3 intervention for students

Provides support for teachers during their PLC meetings as they discuss student data and resources/ strategies that can be used to meet their students' needs

Provides Professional Development on the implementation of effective resources for ELA interventions

Provides strategies, resources, and support for teachers who have ESOL students in their classrooms

Provides professional development on effective writing implementation

Provides strategies, resources, and support to teachers for writing

Monitors and collects data from teachers to determine student needs

Facilitates MTSS meetings with teachers and parents for those students that are identified as needing both Tier 2 and Tier 3 intervention

Provides support with progress monitoring students to determine effectiveness of interventions being provided

- Madeline Yarbrough- Dean

Provides strategies, resources, and support for teachers for student social/emotional needs and behaviors

Provides support for teachers during their PLC meetings as they discuss student data and resources/ strategies that can be used to meet their students' needs

Geraldo Garcia- Team Leader-

Supports middle school teachers with lesson planning

Provides resources for his team

Edgar Cedeno- Team Leader-

Supports elementary school teachers with lesson planning

Provides resources for his team

Joanne Preston- ESE Staffing Coordinator-
Maintains ESE compliance
Support ESE students in the classrooms

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	6	7	4	6	5	3	4	1	2	0	0	0	0	38
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	1	1	0	0	0	0	2
Level 1 on statewide assessment	0	0	0	0	12	10	21	17	20	0	0	0	0	80

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	1	4	1	1	2	2	0	0	0	11

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	1	0	0	0	0	0	0	0	0	0	0	2
Retained Students: Previous Year(s)	1	1	2	6	8	6	5	4	5	0	0	0	0	38

Date this data was collected

Monday 10/29/2018

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	1	3	5	3	3	5	2	6	0	0	0	0	0	28
One or more suspensions	0	0	0	0	0	0	0	2	2	0	0	0	0	4
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	5	7	15	17	15	18	0	0	0	0	77

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	2	1	1	0	0	0	0	0	4

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	1	3	5	3	3	5	2	6	0	0	0	0	0	28
One or more suspensions	0	0	0	0	0	0	0	2	2	0	0	0	0	4
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	5	7	15	17	15	18	0	0	0	0	77

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	2	1	1	0	0	0	0	0	4

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?

According to the 2018 FSA scores, our Math Achievement was 24%. Lower than the district (52%) and the state (61%). Overall, compared with 2017 scores, we decreased in all areas,(ELA Achievement, ELA Learning Gains, Math Achievement, Math Learning Gains, and Math Lowest 25th percentile, except in ELA Lowest 25th percentile, Science and Social Studies achievement, even though we were lower than the District and State percentages).

Which data component showed the greatest decline from prior year?

Math Learning gains decreased by 20%. In 2017, 54% of the made a Learning Gain, In 2018, only 34% of the students made a Learning Gain.

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

Our Math Achievement has the biggest gap compared to the state average. This consists of a 37% deficit. The state average is 61% compared to our school's 24% of students scoring a Level 3 or higher in the Math FSA.

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

The most improved data component was our ELA Lowest 25th percentile. Of our ELA lowest performing students, 56% of them made a learning gain, surpassing the District and the State 52% respectively.

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

Using the i-Ready diagnostics 3 times a year helped teachers identified the students weaknesses. Teachers were able to provide additional to our lowest performing students in reading. The lowest 25th percentile showed learning gains in ELA.

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	30%	58%	60%	25%	54%	55%
ELA Learning Gains	47%	58%	57%	31%	51%	54%
ELA Lowest 25th Percentile	56%	52%	52%	32%	46%	49%
Math Achievement	24%	52%	61%	12%	49%	56%
Math Learning Gains	34%	54%	58%	14%	48%	54%
Math Lowest 25th Percentile	41%	50%	52%	15%	43%	48%
Science Achievement	25%	54%	57%	13%	49%	52%
Social Studies Achievement	59%	71%	77%	54%	74%	72%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
Attendance below 90 percent	6 (1)	7 (3)	4 (5)	6 (3)	5 (3)	3 (5)	4 (2)	1 (6)	2 (0)	38 (28)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (2)	0 (2)	0 (4)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	1 (0)	1 (0)	2 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (5)	12 (7)	10 (15)	21 (17)	17 (15)	20 (18)	80 (77)

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	33%	51%	-18%	57%	-24%
	2017	44%	53%	-9%	58%	-14%
Same Grade Comparison		-11%				
Cohort Comparison						
04	2018	29%	48%	-19%	56%	-27%
	2017	41%	50%	-9%	56%	-15%
Same Grade Comparison		-12%				
Cohort Comparison		-15%				

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ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	13%	50%	-37%	55%	-42%
	2017	13%	48%	-35%	53%	-40%
Same Grade Comparison		0%				
Cohort Comparison		-28%				
06	2018	38%	46%	-8%	52%	-14%
	2017	30%	47%	-17%	52%	-22%
Same Grade Comparison		8%				
Cohort Comparison		25%				
07	2018	35%	46%	-11%	51%	-16%
	2017	30%	49%	-19%	52%	-22%
Same Grade Comparison		5%				
Cohort Comparison		5%				
08	2018	26%	52%	-26%	58%	-32%
	2017	48%	48%	0%	55%	-7%
Same Grade Comparison		-22%				
Cohort Comparison		-4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	33%	51%	-18%	62%	-29%
	2017	41%	56%	-15%	62%	-21%
Same Grade Comparison		-8%				
Cohort Comparison						
04	2018	10%	53%	-43%	62%	-52%
	2017	31%	55%	-24%	64%	-33%
Same Grade Comparison		-21%				
Cohort Comparison		-31%				
05	2018	17%	52%	-35%	61%	-44%
	2017	18%	49%	-31%	57%	-39%
Same Grade Comparison		-1%				
Cohort Comparison		-14%				
06	2018	24%	43%	-19%	52%	-28%
	2017	27%	41%	-14%	51%	-24%
Same Grade Comparison		-3%				
Cohort Comparison		6%				
07	2018	28%	29%	-1%	54%	-26%
	2017	27%	28%	-1%	53%	-26%
Same Grade Comparison		1%				
Cohort Comparison		1%				
08	2018	15%	43%	-28%	45%	-30%
	2017	27%	47%	-20%	46%	-19%
Same Grade Comparison		-12%				
Cohort Comparison		-12%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	18%	49%	-31%	55%	-37%
	2017					
Cohort Comparison						
08	2018	28%	42%	-14%	50%	-22%
	2017					
Cohort Comparison		28%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	58%	70%	-12%	71%	-13%
2017	0%	74%	-74%	69%	-69%
Compare		58%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	40%	52%	-12%	62%	-22%
2017	60%	46%	14%	60%	0%
Compare		-20%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

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	3	42	57		16	20					
ELL	19	44	46	18	29	32	6	50			
BLK	29	57		17	28		20				
HSP	28	44	57	24	33	38	23	56			
WHT	50	55		50	64						
FRL	32	47	55	26	35	42	27	59	33		
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	3	47	52	3	44	50					
ELL	13	48	52	14	48	56	4				
BLK	32	50		26	52		33				
HSP	34	51	47	30	55	61	16				
WHT	40	63		32	53						
FRL	36	51	53	29	54	63	19				

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	Based on the 2018 FSA reading scores, Avant Garde Academy-Pleasant Hill must increase the student achievement on the Florida Standards Assessment by 10%. In order for this to occur, teachers need to understand the Florida Reading Standards and the level of rigor that they must be taught.
Intended Outcome	As a result of teaching the intent of the Florida Standards, and at the necessary level of rigor, student achievement will increase by 10% at the 2019 Florida Standards Assessment Reading subtest.
Point Person	Cynthia Miller (cymiller@agapoinciana.org)
Action Step	
Description	Provide teachers with professional development on instructional planning and methodology to maximize Tier One instruction in the area of reading (August 8, 2018 by National Academic Educational Partners) using Pat Quinn's research in Maximizing Tier One Instruction: Improving Full Class Instruction.
	Provide teachers with professional development on Formative Assessment and Standard-Based Instruction and Grading (September 15, 2018 by National Academic Educational Partners) using Dr. Robert Marzano's research Formative Assessment & Standard-Based Grading.
	Our ELL Contact person works with our teachers making sure that they are using ESOL strategies and providing accommodations for our ELL students, especially those that are newcomers. Also, she pushes in or pull-out students making sure that the instruction is comprehensible for them.
	Implement i-Ready as a Tier one enrichment for a minimum of 30 minutes per week, as a Tier two enrichment for 45 minutes per week, and as a Tier three for 90 minutes per week (September 5, 2018 by i-Ready Consultant).
	Administer three iReady assessments for progress monitoring three times a year (September 2018, December 2018 and May 2019)
	Implement the MTSS tiered instructional program with fidelity (August 2018-June 2019).
	Extend the school day by 60 minutes to provide a structured MTSS intervention block (August 2018-June 2019).
	Hire an endorsed Reading Coach to provide teachers with support using the coaching cycle to maximize the Tier One instruction for all students in the area of reading (August 2018) using Elena Aguilar's research in The Art of Coaching.
	Conduct data chats for students and teachers on the baseline data acquired from the 2018 FSA and the ongoing progress monitoring assessments from iReady (September 2018, December 2018, and May 2019).
	Departmentalize the elementary schedule for grades 3-5 so that one teacher to instruct reading and social studies and the other teacher do mathematics and science. This will allow teachers to become experts in content (August 2018).

Teachers will create standard based assessments using items from the item bank on Mastery Connect to monitor acquisition of Tier One instruction and provide just-in time intervention (September 2018-June 2019).

Provide Intensive Reading course for all students who scored at a level one or two on the 2018 FSA (August 2018-June 2019).

Person Responsible Guillermo Moreno (gmoreno@victorycharterschools.org)

Plan to Monitor Effectiveness

Description The strategies will be monitored by the Leadership Team using iReady reports each time an assessment is administered, coaching logs, data chat forms, and sign-in sheets.

Person Responsible Guillermo Moreno (gmoreno@victorycharterschools.org)

Activity #2	
Title	Ensure high levels of learning of mathematics achievement for all students.
Rationale	Based on the 2018 FSA math scores, Avant Garde Academy-Pleasant Hill must increase the student achievement on the Florida Standards Assessment by 10%. In order for this to occur, teachers need to understand the Florida math Standards and the level of rigor that they must be taught.
Intended Outcome	As a result of teaching the intent of the Florida Standards, and at the necessary level of rigor, student achievement will increase by 10% in the 2019 Florida Standards Assessment Reading subtest.
Point Person	Guillermo Moreno (gmoreno@victorycharterschools.org)
Action Step	
Description	Provide teachers with professional development on instructional planning and methodology to maximize Tier One instruction in the area of math (August-September 2018) using Pat Quinn's research in Maximizing Tier One Instruction: Improving Full Class Instruction.
	Provide teachers with professional development on Formative Assessment and Standard-Based Instruction and Grading (August-September 2018) using Dr. Robert Marzano's research Formative Assessment & Standard-Based Grading.
	Provide teachers with professional development on the eight Standards of Mathematical Practice with a focus on Standard One, Three, and Six (September 2018-May 2019).
	Implement iReady as a Tier one enrichment for a minimum of 30 minutes per week, as a Tier two enrichment for 45 minutes per week, and as a Tier three for 90 minutes per week (September 2018-May 2019).
	Administer three iReady assessments for progress monitoring three times a year (September 2018, December 2018 and May 2019).
	Implement the MTSS tiered instructional program with fidelity (August 2018-June 2019).
	Teachers will create standard based assessments using items from the item bank on Mastery Connect to monitor acquisition of Tier One instruction and provide just-in time intervention (September 2018-June 2019).
	Extend the school day by 60 minutes to provide a structured MTSS intervention block (August 2018-June 2019).
	Purchase and implement IXL to close the achievement gap in mathematics (September 2018-June 2019).
Person Responsible	Provide Intensive Math course for all students who scored at a level one or two on the 2018 FSA (August 2018-June 2019).
	Guillermo Moreno (gmoreno@victorycharterschools.org)
Plan to Monitor Effectiveness	
Description	The strategies will be monitored by the Leadership Team using iReady reports each time an assessment is administered, coaching logs, data chat forms, and sign-in sheets.

Person Responsible Guillermo Moreno (gmoreno@victorycharterschools.org)

Activity #3

Title Strengthen collaborative processes to ensure that the learning needs of all students are met.

Rationale Research states, that 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 the student achievement will increase.

Intended Outcome ELA, Math proficiency and gains will increase by 10% in all subgroups
 Science proficiency will increase by 5% in all subgroups
 Social Studies proficiency will increase by 5% in all subgroups

Point Person Cynthia Miller (cymiller@agapoinciana.org)

Action Step

Description School's 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.

Collaborative teaming professional development will be conducted throughout the year to build shared knowledge of PLC process.

Person Responsible Guillermo Moreno (gmoreno@victorycharterschools.org)

Plan to Monitor Effectiveness

Academic Coach will provide a PD on PLCs. (September 2018)

Collaborative Teams will create their own rules (September 2018)

Description Administrative team will monitor all accountability area of collaborative teams to ensure time is being used effectively and to evaluate the level of each PLC team weekly.

School Stocktake Model will take place every month to report the progress to the Principal on the area of Focus.

Principal will share and update the Executive Director of Charter Schools once a quarter on progress of the Area of Focus through the School Stocktake Model.

Person Responsible Guillermo Moreno (gmoreno@victorycharterschools.org)

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 our 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 training 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.

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:

\$737,647.50