

School District of Osceola County, FL

Harmony High School



2018-19 Schoolwide Improvement Plan

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Harmony High School

3601 ARTHUR J GALLAGHER BLVD, Harmony, FL 34771

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 9-12	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	44%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	B	C	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 High School will make a positive difference in the academic, social, emotional and physical well being of students, staff and community.

Provide the school's vision statement.

Harmony High School will be one of the highest-performing public schools in the state, providing rigorous, high-quality learning opportunities for all students. We will foster excellence and prepare students for college and career success through collaboration, data-based decision-making, and continuous improvement. Our curriculum and instruction will engage all students and allow them to analyze decisions, approach challenges, and celebrate successes; it will be based on research-proven methods and aligned to high academic standards that meet the learning needs of all students.

School Leadership Team

Membership

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

Name	Title
Hickey, James	Principal
Gallman, Guice	Assistant Principal
Carroll, Maria	Assistant Principal
Whaley, Katherine	Instructional Coach
Yontz, Amanda	Dean
Irizar, Regiena	Instructional Coach
Cruz, Misty	Assistant Principal

Duties

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

Hickey, James: During school Stocktake meetings he holds others accountable for results. He asks tough questions that challenge and support the School, district and state goals. He actively engages in problem-solving with his team.

Cruz, Misty: Stocktake school facilitator. She prepares Principal for meeting, designs agenda, and keeps meeting on task. She is responsible for the action steps and plan to monitor effectiveness of Mathematics area of of focus, and MTSS.

Irizar, Regiena: Math data Point Person for Stocktake meetings. Meets with facilitator prior to school stocktake meeting to review and organize data. Common assessment and Khan Academy data will be tracked and monitored. Organize and share WICOR strategies. Track and report math data through PLCs.

Gallman, Guice: Responsible for the action steps and plan to monitor effectiveness of the College and Carer Acceleration.

Carroll, Maria: Monitors PLCs, ELA, ELL action plans, ESE action plans, and attendance.

Jones, Stephanie:

Whaley, Katharine: ELA data Point Person for Stocktake meetings. Meets with facilitator prior to school stocktake meeting to review and organize data. Common assessment and Khan Academy data will be tracked and monitored. Organize and share WICOR strategies.

Yontz, Amanda: STEER data Point Person for Stocktake meetings. Meets with facilitator prior to school stocktake meeting to review and organize data. Attendance and D/F reports will be tracked and monitored. Scheduling of STEER and discipline.

Barnes, Jim: Dean of Students. School attendance data Point Person for Stocktake meetings. Meets with facilitator prior to school stocktake meeting to review and organize data.

King, Rebecca: Guidance Counselor. MTSS data Point Person for Stocktake meetings. Meets with facilitator prior to school stocktake meeting to review and organize data.

Hansen, Eric: AP Coordinator. Organizes and facilitates teacher Professional Development for AP strategies. AP data Point Person for Stocktake meetings. Meets with facilitator prior to school stocktake meeting to review and organize data. AP assessment data will be tracked and monitored along with Khan Academy data.

Barton, Cathy: College and Career Counselor. College and Career data Point Person for stocktake meetings. Meets with facilitator prior to school stocktake meeting to review and organize data.

Surveys will be completed each 9 weeks through Naviance, lesson and activities will be assigned through Naviance and data will be monitored.

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	0	0	0	98	131	135	122	486
One or more suspensions	0	0	0	0	0	0	0	0	0	132	152	62	72	418
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	6	10	0	0	16
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	112	101	63	38	314

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	0	64	70	40	202

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	0	0	0	19	42	25	5	91
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	52	80	53	88	273

Date this data was collected

Tuesday 10/2/2018

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	0	0	0	32	30	27	25	114
One or more suspensions	0	0	0	0	0	0	0	0	0	22	21	18	14	75
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	34	31	32	28	125
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	48	46	42	39	175

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	48	46	42	39	175	

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	0	0	0	32	30	27	25	114	
One or more suspensions	0	0	0	0	0	0	0	0	0	22	21	18	14	75	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	34	31	32	28	125	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	48	46	42	39	175	

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	48	46	42	39	175	

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?

Mathematics Learning Gains of the Lowest 25% performed the lowest at 35%.

Yes, this is a trend. During the 2016/17 year this data component also performed the lowest at 37% and during the 2015/16 school year this component performed at 36%.

Which data component showed the greatest decline from prior year?

Mathematics Learning Gains decreased from 48% in 2016/17 to 37% in 2017/18, the difference of 11%.

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

The component of college and career acceleration had the largest gap when compared the state average. The state average is 60% and Harmony High has an average of 41%, this is a difference of 19%. The component that had the next largest gap when compared to the state average is Learning Gains in Mathematics. The state average in for this component is 48% and the school average is 37%, this is a difference of 11%.

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

English Language Arts Learning Gains of the Lowest 25% showed the most improvement performing at 56%.

Yes, this is a trend. From the 2016/2017 school year to 2017/2018 school year the component went from a 49% to 56%, a 7% increase. From the 2015/2016 school year to 2015/2016 school year the component went from a 26% to 49%, a 23% increase.

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

Students identified in the lowest 25% in ELA received intensive reading remediation daily in addition to English 1 and 2 course work. Harmony High School also implemented common planning and Professional Learning Communities to enhance teacher collaboration and improve instruction.

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%	56%	56%	55%	50%	52%
ELA Learning Gains	53%	54%	53%	40%	42%	46%
ELA Lowest 25th Percentile	56%	47%	44%	26%	33%	38%
Math Achievement	43%	39%	51%	48%	42%	43%
Math Learning Gains	37%	40%	48%	41%	40%	39%
Math Lowest 25th Percentile	35%	46%	45%	36%	36%	38%
Science Achievement	76%	67%	67%	83%	69%	65%
Social Studies Achievement	76%	70%	71%	73%	66%	69%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Attendance below 90 percent	98 (32)	131 (30)	135 (27)	122 (25)	486 (114)
One or more suspensions	132 (22)	152 (21)	62 (18)	72 (14)	418 (75)
Course failure in ELA or Math	6 (34)	10 (31)	0 (32)	0 (28)	16 (125)
Level 1 on statewide assessment	112 (48)	101 (46)	63 (42)	38 (39)	314 (175)

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
09	2018	56%	47%	9%	53%	3%
	2017	59%	48%	11%	52%	7%
Same Grade Comparison		-3%				
Cohort Comparison						
10	2018	57%	49%	8%	53%	4%
	2017	59%	47%	12%	50%	9%
Same Grade Comparison		-2%				
Cohort Comparison		-2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	74%	68%	6%	65%	9%
2017	79%	69%	10%	63%	16%
Compare		-5%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	73%	61%	12%	68%	5%
2017	77%	63%	14%	67%	10%
Compare		-4%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	45%	52%	-7%	62%	-17%
2017	45%	46%	-1%	60%	-15%
Compare		0%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	39%	39%	0%	56%	-17%
2017	52%	43%	9%	53%	-1%
Compare		-13%			

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	32	44	46	34	34	29	38	47		73	12
ELL	20	45	54	31	41	44	48	31		82	32
ASN	84	72		60	47		93			82	50
BLK	49	53	54	40	37	25	70	67		96	26
HSP	53	53	63	39	34	35	72	68		88	40
MUL	63	56		35	32		68				
WHT	61	52	49	47	39	38	81	83		93	43
FRL	50	50	53	39	37	40	73	68		88	30
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	23	36	31	26	44	41	46	61		66	28
ELL	30	56	57	29	55	63	71	53		77	39
ASN	73	55		61	56						
BLK	42	41	41	38	42	35	56	71		74	18
HSP	55	54	53	42	44	36	74	68		89	42
MUL	65	50		45	44					92	73
WHT	62	53	46	55	50	37	82	82		90	40
FRL	48	48	50	40	44	33	69	70		84	37

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 mathematics achievement for all students.
Rationale	Mathematics Learning Gains decreased from 48% in 2016/17 to 37% in 2017/18, the difference of 11%.
Intended Outcome	Mathematics Learning Gains will increase to 48% on the 2018/19 FSA EOC.
Point Person	Regiena Irizar (regiena.irizar@osceolaschools.net)
Action Step	
Description	<p>Step 1: PLC - Teachers will analyze last year's data to drive instruction and then continually monitor student progress using District Formative Assessments. Teachers are to have analyzed last years data in their PLC's within the first nine weeks. In addition, on going data analysis will continue along with formative assessment monitoring. Dr. Carroll is responsible for monitoring PLC implementation and fidelity.</p> <p>Step 2: PD - teachers will be trained in using WICOR strategies. Instructional coaches and administration will determine PD based on testing data, teachers will be surveyed based on needs tied to student data. Professional Development will take place during the first nine weeks on essential standards and planning. WICOR teacher PD will take place 5 times throughout the year on each strategy. Teacher leaders will provide PD. Strength Finder training will take place in October for staff to identify and gain knowledge of their strengths too enhance driven focus on areas of strengths.</p> <p>Step 3: STEER - Teachers will provide alternate instruction for struggling students as needed. Administration will monitor STEER fidelity on scheduled STEER days.</p> <p>Step 4: STEER - Students identified as low performing will be provided additional instructional time. Attendance for STEER will be monitored and student progress will be monitored by Dean Yontz each 9 weeks.</p> <p>Step 5: Khan Academy- Teachers and students will utilize Khan Academy for remediation and assessment review and practice. Ongoing monitoring will take place by Mrs. Whaley.</p> <p>Step 6: ELL Task Force- Committee will be formed to monitor ELL students. Committee will analyze data for ELL students to determine additional strategies for student success. Dr. Carroll is responsible for ELL.</p>
Person Responsible	Regiena Irizar (regiena.irizar@osceolaschools.net)
Plan to Monitor Effectiveness	
Description	<p>School Stocktake Model will take place monthly or bi monthly to report progress to the Principal on the Area of Focus.</p> <p>Principals will update Assistant Superintendents of Curriculum during their monthly check-ins.</p> <p>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.</p> <p>PLC's will be monitored for fidelity. Administration and Instructional Reading Coach will attend PLC's to provide data analysis information and progress monitor.</p> <p>Professional Development will be provided on Essential Standards and aligning targets, scales, and activities to the essential standards. In addition teachers will be trained in WICOR and the progress of the utilization will be monitored by administration.</p> <p>STEER attendance will be monitored daily and grade reports will be monitored bi-quarterly.</p> <p>Naviance- Survey and activities will be tracked and monitored.</p> <p>Khan Academy- Usage and performance will be tracked and monitored.</p>

Person Responsible Misty Cruz (misty.cruz@osceolaschools.net)

Activity #2

Title Ensure high levels of learning for all students in College and Career Acceleration.

Rationale College and Career Acceleration had the largest gap when compared the state average. The state average is 60% and Harmony High has an average of 41%, this is a difference of 19%.

Intended Outcome College and Career Acceleration will increase to 45% on the 2018/19 college and career acceleration exams. Harmony High School will ensure all students have a Pathway to Success through AP, DE, CTE, and/or ROTC.

Point Person Rebecca King (rebecca.king@osceolaschools.net)

Action Step

Description

1. Guidance counselors will work closely with students and staff to educate them on the pathways to success. This will be done through classroom visits, lunch presentations, and PLC's.
2. Students will complete a pathway survey and identify a pathway for success in CTE, AP, Dual Enrollment, and/or ROTC. Follow up surveys will be conducted through Naviance each quarter and data will be monitored.
3. STEER teachers will provide alternate instruction for struggling students in AP courses to prepare for AP exam.
4. CTE teachers will work collaboratively with peers from other schools in PLC's to identify student needs to increase success on certification exams.
5. Teachers will attend professional development specific to their subjects on October 16, 2018.
6. Additional professional development will be provided throughout the school year based on needs determined by teacher leaders and the school initiative of WICOR.
7. School stocktake model will take place monthly to report progress to the Principal.

Person Responsible Rebecca King (rebecca.king@osceolaschools.net)

Plan to Monitor Effectiveness

Description Naviance- Students will complete a pathway survey and identify a pathway for success CTE, AP, Dual Enrollment, and/or ROTC. Follow up surveys will be conducted through Naviance each quarter data will be monitored.

Person Responsible Guice Gallman (guice.gallman@osceolaschools.net)

Activity #3	
Title	Ensure high levels of learning for all students in literacy.
Rationale	ELA Learning Gains stayed the same for the 2017/18 and 2016/17 school year at 53%. ELA Learning Gains were at 40% for the 2015/16 school year. This is an increase over the three year time period of 13%.
Intended Outcome	ELA Learning Gains will increase by 3% to 56% on the 2018/19 FSA EOC. ELA learning gains of the lowest 25% will increase from 56% to 59%.
Point Person	Katherine Whaley (katharine.whaley@osceolaschools.net)
Action Step	
Description	<p>Step 1: PLC - Teachers will analyze last year's data to drive instruction and then continually monitor student progress using District Formative Assessments. Teachers are to have analyzed last years data in their PLC's within the first nine weeks. In addition, on going data analysis will continue along with formative assessment monitoring. Dr. Carroll is responsible for monitoring PLC implementation and fidelity.</p> <p>Step 2: PD - teachers will be trained in using WICOR strategies. Instructional coaches and administration will determine PD based on testing data, teachers will be surveyed based on needs tied to student data. Professional Development will take place during the first nine weeks on essential standards and planning. WICOR teacher PD will take place 5 times throughout the year on each strategy. Teacher leaders will provide PD. Strength Finder training will take place in October for staff to identify and gain knowledge of their strengths too enhance driven focus on areas of strengths.</p> <p>Step 3: STEER - Teachers will provide alternate instruction for struggling students as needed. Administration will monitor STEER fidelity on scheduled STEER days.</p> <p>Step 4: STEER - Students identified as low performing will be provided additional instructional time. Attendance for STEER will be monitored and student progress will be monitored by Dean Yontz each 9 weeks.</p> <p>Step 5: Khan Academy- Teachers and students will utilize Khan Academy for remediation and assessment review and practice. Ongoing monitoring will take place by Mrs. Whaley.</p> <p>Step 6: ELL Task Force- Committee will be formed to monitor ELL students. Committee will analyze data for ELL students to determine additional strategies for student success. Dr. Carroll is responsible for ELL.</p>
Person Responsible	Katherine Whaley (katharine.whaley@osceolaschools.net)
Plan to Monitor Effectiveness	
Description	<p>School Stocktake Model will take place monthly or bi monthly to report progress to the Principal on the Area of Focus.</p> <p>Principals will update Assistant Superintendents of Curriculum during their monthly check-ins.</p> <p>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.</p> <p>PLC's will be monitored for fidelity. Administration and Instructional Reading Coach will attend PLC's to provide data analysis information and progress monitor.</p> <p>Professional Development will be provided on Essential Standards and aligning targets, scales, and activities to the essential standards. In addition teachers will be trained in WICOR and the progress of the utilization will be monitored by administration.</p> <p>STEER attendance will be monitored daily and grade reports will be monitored bi-quarterly.</p>

Naviance- Survey and activities will be tracked and monitored.
Khan Academy- Usage and performance will be tracked and monitored.

Person Responsible Maria Carroll (maria.carroll@osceolaschools.net)

Activity #4

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.

Rationale Math learning gains decreased by 11% to a 37%, ELA learning gains stayed the same at 53%, the ELA learning gains for the lowest 25% is at 56% and math learning gains for the lowest 25% is 35%.

Intended Outcome To increase math learning gains 11% and ELA learning gains 3% and learning gains of the lowest 25% by implementing and monitoring PLC in all subject areas.

Point Person Katherine Whaley (katharine.whaley@osceolaschools.net)

Action Step

Description

Step 1: PLC team identified collaboratively among administration. Team of 5 (administration and lead teachers) sent to PLC summer training.

Step 2: Pre-planning PLC training for all teachers. Dr. Carroll will present PLC training to include expectations and processes.

Step 3: PLC professional development offered throughout the year. Administration and lead teachers will determine needs based on observation and feedback from PLC teacher leads.

Step 4: PLC lead meetings will occur monthly on Wednesday's led by Dr. Carroll.

Step 5: Administration will actively engage in PLC's every Wednesday to monitor and support teachers, identifying PLC needs.

Step 6: Administration will review PLC meeting notes provided by Teacher Leaders, to identify PLC needs.

Step 7: Administration will monitor PLC's for fidelity looking for 7 areas of focus:determine essential standards, create units, create common formative assessments, develop scales and rubrics, analyze data, reteach at tier 1, and develop tier 2 interventions.

Person Responsible Katherine Whaley (katharine.whaley@osceolaschools.net)

Plan to Monitor Effectiveness

Description

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.

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 Maria Carroll (maria.carroll@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 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.

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 District MTSS team will meet with school teams for process training and guidance. The team will meet every Tuesday morning, first period. The MTSS leadership staff utilizes the PS/MTSS process according to state and district guidelines. The team meets weekly to analyze data and to ensure that the needs of all learners are being supported. Misty Cruz, MTSS Leader and Amanda Yontz MTSS Co-Leader coordinate the meetings, assign duties and responsibilities for monitoring students' performance. Mrs. Whaley, Literacy Coach, Mrs. Irizar, Math Coach; provide current student assessment data to implement interventions, develop resources and strengthen teacher instructional practice. Ms. King, Guidance Counselor/Families In Transitional Liaison, is the meeting's time keeper and provides additional input and resources regarding student social and emotional well-being. Ms. Nicole Crandall, School Psychologist; provides test results and intervention suggestions. Mrs. Ramirez, ESOL Specialist, ensures that ELL strategies are embedded in the instruction for students. Mrs. O'Rourke, ESE Resource Compliance Specialist; ensures that IEPs and the needs of all ESE students are being met. Speech and Language Therapist, serves as t note taker to ensure that all agenda items are being discussed, proper action steps are noted and provides suggestions on the

progression of targeted students. Mrs. Yontz and Mr. Barnes, Deans of Students; provide discipline data, classroom management coaching for teachers and suggest behavioral interventions. Mrs. Barton, College & Career Specialist; reviews data and works with departments to ensure that all seniors have a post-secondary plan.

Title I, Part A

Funds may be used to support extended learning, remediation materials, professional development or 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 assist 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.

Title III

The Multicultural Department assists in the identification of at-risk Limited English Proficiency, 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, students identified through the Preschool Education Evaluation Program, and students identified through gifted screening of all second grade Title I students.

Title IV

The Student Support and Academic Enrichment program is intended to help to:

1. Provide a well-rounded education,
2. Improve safe and healthy school conditions
3. Improve the use of technology 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:

\$10,500.00