

School District of Osceola County, FL

Michigan Avenue Elementary School



2018-19 Schoolwide Improvement Plan

Table of Contents

Purpose and Outline of the SIP	3
School Information	4
Needs Assessment	6
Planning for Improvement	9
Title I Requirements	15
Budget to Support Goals	17

Michigan Avenue Elementary School

2015 S MICHIGAN AVE, Saint Cloud, FL 34769

www.osceolaschools.net

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	87%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	56%

School Grades History

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

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.

Michigan Avenue Elementary school will cultivate a collaborative community of students, parents, and teachers to ensure all can learn and grow into creative well rounded individuals.

Provide the school's vision statement.

Michigan Avenue Elementary will provide quality, effective, and rigorous instruction such that Osceola County will out-perform all other districts in the State of Florida.

School Leadership Team

Membership

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

Name	Title
Crook-Nichols, Diane	Principal
Nichols, Christine	Instructional Coach
Scherer, George	Instructional Coach
Shiver, Amy	School Counselor
Williams, Erin	Assistant Principal
Sroka, Michelle	Instructional Coach
Williams, Jannine	Instructional Coach

Duties

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

Mrs. Nichols and Ms. Williams work collaboratively to lead the team, providing clarification and feedback regarding school goals and vision. Ms. Nichols, Mr. Sherer, Mrs. Sroka, and Mrs. Wilson serve as instructional coaches. On a weekly basis, the team meets to discuss trends that are seen in classes and determine strategies to increase student achievement school-wide. Mrs. Shiver, the guidance counselor, is also extremely involved in this team and we collaboratively problem-solve issues. In addition, the team is participating in monthly stocktake meetings during 2018-2019. During these meetings, point people will present updates and problems to Mrs. Nichols to ensure that Michigan Avenue remains on track with progress and goals. Both Mrs. Crook-Nichols and Ms. Williams are responsible for the school stocktake and the full implementation of the school improvement plan. Mrs. Crook-Nichols and Ms. Williams will also receive monthly reports and analyze the data through the school stocktake process.

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	9	14	10	9	4	13	0	0	0	0	0	0	0	59
One or more suspensions	0	9	0	6	7	15	0	0	0	0	0	0	0	37
Course failure in ELA or Math	0	0	4	3	6	3	0	0	0	0	0	0	0	16
Level 1 on statewide assessment	0	0	0	17	18	8	0	0	0	0	0	0	0	43

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	1	0	4	11	2	0	0	0	0	0	0	0	18

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	3	10	5	4	1	0	0	0	0	0	0	0	0	23
Retained Students: Previous Year(s)	3	10	10	18	20	13	0	0	0	0	0	0	0	74

Date this data was collected

Wednesday 7/25/2018

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	16	18	12	17	11	11	0	0	0	0	0	0	0	85
One or more suspensions	3	2	3	10	0	5	0	0	0	0	0	0	0	23
Course failure in ELA or Math	0	0	0	2	23	29	0	0	0	0	0	0	0	54
Level 1 on statewide assessment	0	0	0	42	37	36	0	0	0	0	0	0	0	115

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	1	1	1	2	1	7	0	0	0	0	0	0	0	13

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	16	18	12	17	11	11	0	0	0	0	0	0	0	85
One or more suspensions	3	2	3	10	0	5	0	0	0	0	0	0	0	23
Course failure in ELA or Math	0	0	0	2	23	29	0	0	0	0	0	0	0	54
Level 1 on statewide assessment	0	0	0	42	37	36	0	0	0	0	0	0	0	115

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	1	1	2	1	7	0	0	0	0	0	0	0	13

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?

In the previous school year, the lowest data component was the learning gains in the lowest quartile at 39%. During the previous school year, the lowest quartile performed at 50%. There was a 11% decrease.

Which data component showed the greatest decline from prior year?

The lowest performing area at Michigan Avenue for the last school year was science. There was a -14% decrease in the proficiency level. In the previous year, the Science proficiency score was 58% and the goal for the past school year was to increase the proficiency to 65%. By focusing on literacy standards and increasing student exposure to scientific academic vocabulary, the goal is to increase science proficiency levels.

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

The data component with the biggest gap in comparison to the state average was an 8% decrease in proficiency in grade four mathematics.

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

The data component that showed the most improvement over the last school year was the growth in the lowest quartile for mathematics. During the 2017-2018 school year, the lowest quartile moved from 52% to 66%, an increase of 14%.

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

During the 2017-2018 school year, the Math and Science Coach, Mr. Scherer worked with small groups of students daily to improve student performance. Mr. Scherer and the leadership team identified specific students that needed support, and the interventions were specifically paired to focus on student need by standard.

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	57%	51%	56%	58%	52%	52%
ELA Learning Gains	53%	54%	55%	60%	55%	52%
ELA Lowest 25th Percentile	39%	46%	48%	40%	50%	46%
Math Achievement	63%	54%	62%	57%	53%	58%
Math Learning Gains	67%	56%	59%	62%	56%	58%
Math Lowest 25th Percentile	66%	42%	47%	44%	49%	46%
Science Achievement	44%	51%	55%	50%	54%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	9 (16)	14 (18)	10 (12)	9 (17)	4 (11)	13 (11)	59 (85)
One or more suspensions	0 (3)	9 (2)	0 (3)	6 (10)	7 (0)	15 (5)	37 (23)
Course failure in ELA or Math	0 (0)	0 (0)	4 (0)	3 (2)	6 (23)	3 (29)	16 (54)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	17 (42)	18 (37)	8 (36)	43 (115)

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	57%	51%	6%	57%	0%
	2017	62%	53%	9%	58%	4%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2018	57%	48%	9%	56%	1%
	2017	50%	50%	0%	56%	-6%
Same Grade Comparison		7%				
Cohort Comparison		-5%				
05	2018	53%	50%	3%	55%	-2%
	2017	50%	48%	2%	53%	-3%
Same Grade Comparison		3%				
Cohort Comparison		3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	55%	51%	4%	62%	-7%
	2017	68%	56%	12%	62%	6%
Same Grade Comparison		-13%				
Cohort Comparison						
04	2018	61%	53%	8%	62%	-1%
	2017	56%	55%	1%	64%	-8%
Same Grade Comparison		5%				
Cohort Comparison		-7%				
05	2018	67%	52%	15%	61%	6%
	2017	53%	49%	4%	57%	-4%
Same Grade Comparison		14%				
Cohort Comparison		11%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	41%	49%	-8%	55%	-14%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	17	39	26	20	39	33	27				
ELL	36	47	37	32	50	56					
BLK	37	53		47	67						
HSP	48	52	39	51	64	69	34				
MUL	57	50		60	40						
WHT	67	54	38	75	72	53	63				
FRL	53	57	45	60	66	71	40				

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	9	33	43	27	48	38					
ELL	30	40	32	41	54	62	18				
BLK	29	24		29	29	10	20				
HSP	46	48	44	52	59	60	38				
MUL	75			83							
WHT	69	56	62	73	69	62	81				
FRL	50	52	50	58	61	45	44				

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	All students at Michigan Avenue will improve literacy proficiency at every grade level. Michigan Avenue will use the iReady scores, formative and summative assessments to determine student growth. When an area of deficiency is identified, teachers will work with their PLCs to determine an action plan.
Intended Outcome	ELA achievement will increase from 57% to 60%. ELA gains will increase from 53% to 65%. ELA lowest quartile will increase from 39% to 50%. ELA Achievement ELL will increase from 26% to 40%. ELA Achievement for ESE will increase from 12% to 20%. Science proficiency will increase from 44% to 59%.
Point Person	Christine Nichols (christine.nichols@osceolaschools.net)
Action Step	
Description	<p>Ms. Nichols and Ms. Sroka will monitor that all students are receiving the appropriate supports, whether it be Tier I, Tier II or Tier III interventions. The leadership team will meet on a weekly basis to discuss trends in data. As necessary, the leadership team will make adjustments to the data and provide the appropriate supports. If an area of need has been identified, the leadership team, including Ms. Sroka and Ms. Nichols will provide appropriate supports to the teachers to eliminate the deficiency. For example, if students are continuing to do poorly on formative assessments, the instructional coaches will provide modeling and collaborative planning with the team. If professional development is necessary, the leadership team will ensure that the PD is provided and then monitor the implementation through classroom walkthroughs and regular feedback.</p> <p>The ELL task force will also play a vital role. The development of the task force will ensure that all students are provided with best practices to increase comprehension and understanding, but a particular focus will be on students that have language needs.</p> <p>The ELL task force will provide professional development to the entire faculty in October.</p> <p>Mentoring will be provided by the leadership team for every grade level throughout the year. Every month, the school participates in a Stocktake meeting in which the data from the classroom walkthroughs is reviewed. At that time, the team decides which teachers need the most support and implements coaching cycles.</p> <p>On Tuesday, September 25, Mrs. Wilson provided training to all K-2 teachers on the Next Steps to Guided Reading Assessment by Jan Richardson. The implementation of PD to practice is being monitored by Mrs. Wilson, Mrs. C. Nichols, and Mrs. Williams through classroom walkthroughs on a weekly basis.</p> <p>On Tuesday, October 2, 2018, all grade level teachers participated in a professional development that was centered around utilizing the data from iReady to drive instruction. Mrs. Sroka organized the PD in which teachers were trained in new ways to collect and view the data, and improvements to the system to drive instruction.</p> <p>On October 15, Michigan Avenue will be providing a workshop on Guided Reading for K-2, and in the afternoon there is a partnership with Hickory Tree Elementary that will be provided for K-5 on academic discourse and authentic centers.</p>

Michigan Avenue will use a focused literacy program, such as LLI and Corrective Reading to ensure that all students are attaining high levels in literacy. On a monthly basis, Ms. Nichols will present findings and trends to Mrs. Crook-Nichols during stocktake meetings. Mrs. Crook-Nichols will report this information to the Assistant Superintendent. At quarterly meetings, Mrs. Crook-Nichols will also present this information to the Chief of Staff and Assistant Superintendent through stocktake meetings.

Person Responsible Christine Nichols (christine.nichols@osceolaschools.net)

Plan to Monitor Effectiveness

Description

Michigan Avenue will engage in monthly stocktake meetings that will ensure that progress is being monitored and adjustments are made as necessary. Throughout the school year, if students are in need of additional support, the leadership team will provide training and support to teachers and students. This training may include modeling and the necessary professional development. For example, Michigan Avenue has four teachers that are participating in the professional development that is aligned to Corrective Reading. Mrs. Crook-Nichols will also report to the Assistant Superintendent on a monthly basis with detailed data reflecting the outcomes and action steps at each Stocktake meeting. Mrs. Nichols will also share and update the Chief of Staff and the Assistant Superintendents once a quarter on progress of this area of focus through the stocktake model.

Person Responsible Christine Nichols (christine.nichols@osceolaschools.net)

Activity #2	
Title	Ensure high levels of mathematics achievement for all students
Rationale	When reviewing the data, Michigan Avenue showed strong growth in improving the LQ in Mathematics during the 2017-2018 school year. There was a growth of 14% for the year, 52% to 66%. The team will continue to focus on the lowest quartile students during the 2018-2019 school year so that all students are achieving high levels in mathematics.
Intended Outcome	The proficiency score of Michigan Avenue for the previous school year was 63%. The goal for the 2018-2019 school year is 68% of students will be proficient in mathematics. Math LQ will increase from 66% to 70%. ESE proficiency will increase from 20% to 30%. ELL Learning Gain will increase from 32% to 42%.
Point Person	George Scherer (george.scherer@osceolaschools.net)
Action Step	
Description	<p>The school ELL Task Force will work to provide supports for all ELL students. This will include monthly meetings that focus on best practice strategies for improving mathematics. Ms. Williams will facilitate the ELL task force until the team is established fully. Then the teachers will appoint a teacher leader for the team.</p> <p>Mr. Scherer will also continue to pull groups to focus on providing intensive remediation for students that are in the lowest quartile to maximize learning gains within that subgroup. Ms. Sroka, the MTSS coach, will monitor student progress through iReady to identify and assist teachers with planning interventions at the Tier I, Tier II, and Tier III levels. Mr. Scherer and Ms. Sroka will collaborate on a weekly basis through the PST to determine what needs are required to be addressed and how immediate the needs are.</p> <p>Grade Cam will be utilized for the purpose of assessing, analyzing, reflecting, and revising plans on course progression of every individual student's needs. A training was provided to all grade levels by Justin Seabolt on September 11.</p> <p>On October 15, 2018, George Scherer will be partnering with the Math/Science Coach from Hickory Tree to provide a workshop on increasing academic discourse in mathematics class.</p> <p>Mentoring will be provided by the leadership team for every grade level throughout the year. Every month, the school participates in a Stocktake meeting in which the data from the classroom walkthroughs is reviewed. At that time, the team decides which teachers need the most support and implements coaching cycles. The leadership team is using a common CWT form that provides immediate feedback and shows trends. The leadership team was trained on the utilization of this form by Christopher Kocher on September 26, 2018.</p>
Person Responsible	George Scherer (george.scherer@osceolaschools.net)
Plan to Monitor Effectiveness	
Description	At monthly stocktake meetings, Mrs. Nichols will be updated and will assist with providing feedback for trending data. During the stocktake meetings, Mrs. Nichols will collaborate with the team to provide a plan if subgroups of students are not meeting the proficiency

goals. If groups are not making proficiency, then the leadership team will review the data and determine and implement improvements to work toward the goal of 73% proficient. Mrs. Crook-Nichols will also report to the Assistant Superintendent on a monthly basis with detailed data reflecting the outcomes and action steps at each Stocktake meeting. Mrs. Crook-Nichols will also share and update the Chief of Staff and the Assistant Superintendents once a quarter on progress of this area of focus through the stocktake model.

Person Responsible Erin Williams (erin.williams@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
Rationale	Research demonstrates when teachers engage in authentic collaborative teams, that produce engaging lessons which utilize high yield strategies/best practices and are monitoring student progress to guide instruction, an increase in student achievement will be obtained. In order for Michigan Avenue to attain high levels of learning in literacy and mathematics, a professional learning community must be employed. Teachers will collaborate on a weekly basis to develop formative and summative assessments that align with the standards being taught. The teachers will develop an essential standards map that highlights the focused standards through each unit.
Intended Outcome	If teachers are planning lessons and analyzing summative and formative assessments together, the student scores will increase in all areas, including literacy, mathematics, and science. 75% of grade level teams will rise at least one PLC stage by the end of the school year.
Point Person	Jannine Williams (jannine.wilson@osceolaschools.net)
Action Step	
Description	MAE's PLC teams will meet six times per month (at least) for the purpose of assessing, analyzing, reflecting, and revising plans on course progression of individual students as a collaborative team. Collaborative teaming will be conducted throughout the year to build shared knowledge of the PLC processes. July 17- PD at MAE- Developing Meaningful Action for Instruction and Learning July 19- PLC Leadership Training August 9- Round Robin Sessions with a focus on iii and MTSS Grade Cam Training- September 11, 2018 Grade Cam will be utilized school wide by every school team for the purpose of assessing, analyzing, reflecting, and revising plans. A Grade Cam training was provided to all staff by Justin Seabolt on September 11, 2018. Mentoring will be provided by the leadership team for every grade level throughout the year. Every month, the school participates in a Stocktake meeting in which the data from the classroom walkthroughs is reviewed. At that time, the team decides which teachers need the most support and implements coaching cycles. Additional mentoring will be given to teams struggling with processes by the PLC/Guiding Coalition. The Guiding Coalition will be formed to oversee the process. Common formative assessments will be created, given, and analyzed within 2-4 week intervals for the purpose of iii/flexible grouping.
Person Responsible	Jannine Williams (jannine.wilson@osceolaschools.net)

Plan to Monitor Effectiveness	
Description	During monthly stocktake meetings, Ms. Wilson will present information to Mrs. Crook-Nichols about the progress of the PLC teams. During these sessions, Mrs. Crook-Nichols

and Ms. Williams will provide feedback to Ms. Wilson to ensure continuous improvement. Mrs. Crook-Nichols will also report to the Assistant Superintendent on a monthly basis with detailed data reflecting the outcomes and action steps at each Stocktake meeting. Mrs. Nichols will also share and update the Chief of Staff and the Assistant Superintendents once a quarter on progress of this area of focus through the stocktake model.

Person Responsible Erin Williams (erin.williams@osceolaschools.net)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

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

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

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

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

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

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

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Michigan Avenue engages in a problem solving team meeting on a weekly basis to identify specific student needs and develop action plans. These meetings are facilitated by Ms. Sroka, the school's MTSS Coach. During these meetings, the team, including the school psychologist has an opportunity to review data and determine trends. Additionally, for the 2018-2019 school year, Ms. Sroka will participate as a point person in the monthly stocktake meetings. During these meetings, she will present trends and concerns to Mrs. Crook-Nichols to problem solve.

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:	\$3,900.00