

School District of Osceola County, FL

Neptune Middle School



2018-19 Schoolwide Improvement Plan

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Neptune Middle School

2727 NEPTUNE RD, 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)
Middle School 6-8	Yes	72%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	80%

School Grades History

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

Excellence for all . . . whatever it takes.

Provide the school's vision statement.

Education which inspires all students to achieve their highest potential.

School Leadership Team

Membership

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

Name	Title
Rademacher, Thomas	Principal
Luciano, Maritza	Assistant Principal
Sassic, Dustin	Assistant Principal
Alvarez, Lourdes	Instructional Coach
Forty-Way, Monica	Dean
Rosario, Kacie	Instructional Coach
Travis, Kara	Instructional Coach
Genao, Judith	Dean

Duties

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

School Principal- Monitor the implementation of the SIP through the School Stocktake

APs-Facilitate, gather information, and provide resources to ensure each point person takes the necessary action to implement the SIP.

AP-Responsible for ensuring teachers have the necessary resources for all students to learn at high levels in Math.

Dean-Responsible for the implementation of the PBIS action plan.

Coach-Responsible for ensuring teachers have the necessary resources for all students to learn at high levels in ELA

Coach- Ensure the effective implementation of PLC's.

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	23	24	21	0	0	0	0	68
One or more suspensions	0	0	0	0	0	0	0	84	72	0	0	0	0	156
Course failure in ELA or Math	0	0	0	0	0	0	0	10	4	0	0	0	0	14
Level 1 on statewide assessment	0	0	0	0	0	0	91	90	146	0	0	0	0	327
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	10	32	40	0	0	0	0	82

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

Date this data was collected

Tuesday 7/17/2018

Year 2016-17 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	59	71	76	0	0	0	0	206
One or more suspensions	0	0	0	0	0	0	11	11	7	0	0	0	0	29
Course failure in ELA or Math	0	0	0	0	0	0	2	8	8	0	0	0	0	18
Level 1 on statewide assessment	0	0	0	0	0	0	125	192	169	0	0	0	0	486
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	28	46	39	0	0	0	0	113

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	59	71	76	0	0	0	0	206	
One or more suspensions	0	0	0	0	0	0	11	11	7	0	0	0	0	29	
Course failure in ELA or Math	0	0	0	0	0	0	2	8	8	0	0	0	0	18	
Level 1 on statewide assessment	0	0	0	0	0	0	125	192	169	0	0	0	0	486	
	0	0	0	0	0	0	0	0	0	0	0	0	0		

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	28	46	39	0	0	0	0	113

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?

NPMS Math data showed a 6% decline in proficiency. This has been a trend over the last 3 years at Neptune.

Which data component showed the greatest decline from prior year?

NPMS lowest 25% learning gains had a 9% decline from the prior year.

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

Math lowest 25% learning gains

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

ELA SWD achievement had a 11% increase.

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

Collaborative teaching models in SWD inclusion classrooms.

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	50%	47%	53%	57%	50%	52%
ELA Learning Gains	48%	51%	54%	56%	53%	53%
ELA Lowest 25th Percentile	39%	42%	47%	48%	44%	45%
Math Achievement	50%	49%	58%	59%	45%	55%
Math Learning Gains	53%	55%	57%	65%	49%	55%
Math Lowest 25th Percentile	49%	52%	51%	52%	44%	47%
Science Achievement	52%	48%	52%	51%	47%	50%
Social Studies Achievement	75%	75%	72%	84%	81%	67%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	23 (59)	24 (71)	21 (76)	68 (206)
One or more suspensions	0 (11)	84 (11)	72 (7)	156 (29)
Course failure in ELA or Math	0 (2)	10 (8)	4 (8)	14 (18)
Level 1 on statewide assessment	91 (125)	90 (192)	146 (169)	327 (486)
	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)

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	46%	46%	0%	52%	-6%
	2017	45%	47%	-2%	52%	-7%
Same Grade Comparison		1%				
Cohort Comparison						
07	2018	43%	46%	-3%	51%	-8%
	2017	52%	49%	3%	52%	0%
Same Grade Comparison		-9%				
Cohort Comparison		-2%				
08	2018	49%	52%	-3%	58%	-9%
	2017	42%	48%	-6%	55%	-13%
Same Grade Comparison		7%				
Cohort Comparison		-3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	45%	43%	2%	52%	-7%
	2017	41%	41%	0%	51%	-10%
Same Grade Comparison		4%				
Cohort Comparison						
07	2018	17%	29%	-12%	54%	-37%
	2017	29%	28%	1%	53%	-24%
Same Grade Comparison		-12%				
Cohort Comparison		-24%				
08	2018	51%	43%	8%	45%	6%
	2017	62%	47%	15%	46%	16%
Same Grade Comparison		-11%				
Cohort Comparison		22%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	46%	42%	4%	50%	-4%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	98%	68%	30%	65%	33%
2017	100%	69%	31%	63%	37%
Compare		-2%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	72%	70%	2%	71%	1%
2017	74%	74%	0%	69%	5%
Compare		-2%			
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	98%	52%	46%	62%	36%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2017	98%	46%	52%	60%	38%
Compare		0%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	100%	39%	61%	56%	44%
2017	100%	43%	57%	53%	47%
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
SWD	20	35	25	19	42	45	15	28			
ELL	19	37	38	21	37	40	16	44	36		
ASN	68	55		80	67		80				
BLK	46	43	40	43	56	43	59	85	67		
HSP	44	47	40	45	49	47	45	71	63		
MUL	63	50		50	59		57	75			
WHT	67	52	31	67	62	69	66	80	79		
FRL	46	46	35	46	52	48	47	71	64		
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	8	29	28	13	51	54	13	38			
ELL	16	35	33	24	52	52	7	33			
ASN	73	65		81	85						
BLK	46	53	46	48	64	52	64	82	89		
HSP	45	45	34	50	62	56	45	73	67		
MUL	51	50		50	58						
WHT	67	59	41	69	61	59	67	89	79		
FRL	45	45	33	48	60	56	47	72	69		

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	NPMS will ensure high levels of learning for ALL students in Literacy
Rationale	Research states, 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 student achievement will increase. Only 50% of students were proficient in ELA including only 20% SWD and 19%ELL. Learning gains in the Lowest 25% was 39%.
Intended Outcome	55% of students will be proficient.
Point Person	Kacie Rosario (kacie.rosario@osceolaschools.net)
Action Step	
Description	<p>Maiden will Monitor student progress through the use of Iready Diagnostic 1,2,3 as well as growth monitoring.</p> <p>PLC's will use 1 common formative assessment per unit to track student progress and plan future lessons.</p> <p>Rademacher,Luciano, and Sassic will use the Marzano growth tool to give effective feedback to teachers to improve instruction.</p> <p>All level 1 students in ELA will receive intensive reading outside of their core instruction through master scheduling. September 2018</p> <p>Sassic will place Tier 2 students will be placed into intervention time(WIN) to receive ELA support from an ELA certified teacher. September 2018.</p> <p>The ELL task force will focus on our ELL students to ensure they are getting extra time and support during WIN time in language acquisition, as well as connect families to the school community through 4 parent engagement nights. 1 in October, January, February, and March. Lourdes Alvarez, Maritza Luciano</p> <p>ELlevation training for teachers Oct. 2018</p> <p>Collaborative Teacher Traning for our VE support Teachers by ESE Dept. September 2018.</p>
Person Responsible	Kacie Rosario (kacie.rosario@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>Weekly Trend Walkthroughs by Maiden to share with ELA Dept.</p> <p>Monthly MTSS meetings will take place to monitor the effectiveness of interventions.</p>
Person Responsible	Kacie Rosario (kacie.rosario@osceolaschools.net)

Activity #2	
Title	NPMS will ensure high levels of learning for ALL students in Math
Rationale	Only 49% of students were proficient in Math. 53% of the lowest 25% made a learning gain. 21% of our ELL population was proficient.
Intended Outcome	55% of students will be proficient in Math. 55% of the lowest 25% will make a learning gain. 25% of ELL's will be proficient.
Point Person	Dustin Sassic (dustin.sassic@osceolaschools.net)
Action Step	
Description	<p>Sassic will monitor student progress through the use of Iready Diagnostic 1,2,3 as well as growth monitoring. Teachers will use 1 common formative assessment per unit to track student progress and plan future lessons. Sassic, Rademacher, Luciano will use the Marzano growth tool to give effective feedback to teachers to improve instruction. All level 1 students in math will receive intensive reading outside of their core instruction. Tier 2 students will be distributed during intervention time(WIN) to receive math support from an math certified teacher. The ELL task force will focus on our ELL students to ensure they are getting extra time and support during WIN time in language acquisition, as well as connect families to the school community through 4 parent engagement nights. 1 in October, January, February, and March.</p> <p>Engagement strategies PD for all math teacher October 2018.</p>
Person Responsible	Dustin Sassic (dustin.sassic@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>
Person Responsible	Dustin Sassic (dustin.sassic@osceolaschools.net)

Activity #3	
Title	NPMS School community will use effective collaborative planning strategies, common assessments, and data analysis in order to improve classroom instruction and student performance.
Rationale	Our School PLC is at a stage 3. Implementing an authentic PLC process that is mutually accountable to each other and invested in student growth to ensure high levels of learning across all content areas. Research states, 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 student achievement will increase.
Intended Outcome	Our school PLC will be a stage 5 or higher by the end of the year.
Point Person	Kara Travis (kara.travis@osceolaschools.net)
Action Step	
Description	<p>17 staff members attend the PLC conference July 2018.</p> <p>Assign PLC facilitators and give clear expectations of having and agenda, Norms, focus on 4 guiding questions, essential standards, common assessments, and data analysis with deadlines. August 2018</p> <p>Using the teams app, the staff will begin building their binders with essential standards, common assessments and student data to be reviewed at the end of each quarter. August 2018</p> <p>Sassic will support the Math and SS Department</p> <p>Maiden will support the ELA Dept.</p> <p>Travis will support Electives</p> <p>Luciano will support Science</p> <p>Schools PLC's 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.</p> <p>Collaborative teaming professional development will be conducted throughout the year to build shared knowledge of PLC processes.</p> <p>School Leadership Team PLC Training July 19, 2018.</p> <p>Beginning Teacher GradeCam Training July 25, 2018.</p> <p>GradeCam will be used by each PLC team for the purpose of assessing, analyzing, reflecting and revising plans on course progression of individual student's needs.</p> <p>Mentoring will be conducted for teams who are struggling, and additional support will be given so they become an effective collaborative team.</p> <p>A PLC Guiding Coalition will be formed to oversee the process.</p> <p>District formative assessments will be given every four and a half weeks in all accountability areas.</p>
Person Responsible	Kara Travis (kara.travis@osceolaschools.net)
Plan to Monitor Effectiveness	
Description	<p>Administration, PLC Lead, and PLC Guided Coalition will monitor all accountability area collaborative teams, to ensure time is being used effectively and to evaluate the level of each PLC Team weekly.</p> <p>PLC Seven Stages rubric will be used to measure Pre - Mid - End of school year progress of the PLC teams.</p> <p>School Stocktake Model will take place monthly or bi monthly to report progress to the</p>

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 Dustin Sassic (dustin.sassic@osceolaschools.net)

Activity #4

Title NPMS will ensure a positive culture through the implementation of PBIS to increase instructional time on task.

Rationale Neptune Middle school lost 350 instructional days due to ISS and OSS in 2017-18.

Intended Outcome Neptune Middle School will decrease the number of Instructional days lost by 15%(52 day).

Point Person Judith Genao (judith.genao@osceolaschools.net)

Action Step

Description

- Train 8 staff members in PBIS Tier 1 implementation in August 2018.
- PBIS team meets on the 3rd Tuesday of every month.
- Genao, Forty Way/Sassic, Lucaino classroom walkthroughs to monitor implementation.
- PBIS Team will problem solve issues with Tier 1,2 and 3 data on a monthly basis.
- Monthly monitoring of data by the PBIS team will drive decision making, and interventions to be put into place.
- October FortyWay will do a training on the use of PBIS in the classroom for teachers.
- Monthly PBIS Incentives
- The Deans will implement the PAS(Positive Alternative to Suspension) room to students in lieu of being suspended from school. This will allow students to still receive instruction in a setting outside of their regular classroom.
- Admin will recognize A/B honor roll students at the end of every quarter with a Deans Club card to sit outside with their friends during Lunch.
- Ms. Genao will feature a monthly expectation lesson for teachers to complete with their students during WIN time.

Person Responsible Judith Genao (judith.genao@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 Maritza Luciano (lucianmp@osceola.k12.fl.us)

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.

The MTSS Intervention Assistance Team is responsible for identifying annual goals through the data-based problem-solving process. This team is comprised of the Principal, Assistant Principal, School Psychologist, school Guidance Counselors (3), Reading Coach, Positive Behavior Intervention Support (PBIS) facilitator, Behavior Specialist, ESOL Educational Specialist, Deans (3), ESE Resource Compliance Specialist, and Social Worker. This group meets monthly as a core group to discuss student data for both academics and behavior. Data is reviewed and problem solving is conducted to determine the effectiveness of the core instruction at school-wide data meetings twice monthly and monthly IAT meetings. Implementation of new interventions for small groups takes place to maximize student success. The core group is divided into subgroups based on areas of expertise. The subgroups meet on alternating weeks to define behavior/academic concerns, analyze the roots of those concerns, develop and implement new interventions for individual cases and evaluate the process. The IAT assists grade level teams in implementation of intervention strategies, helps in conducting observations/screenings, develops methods of progress monitoring, and evaluates the effectiveness of the intervention strategies. An NPMS MTSS 3-tier chart identifies the interventions, progress monitoring tools, and resources utilized to meet our student needs. The MTSS Coach is in constant communication with the District Support Team for MTSS and shares best practices with other colleagues.

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:

\$111,937.00