School District of Osceola County, FL

Highlands Elementary School

2018-19 Schoolwide Improvement Plan

Table of Contents

Highlands Elementary School

800 W DONEGAN AVE, Kissimmee, FL 34741

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 PK-5	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	No	94%

School Grades History

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

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 Highlands Elementary is to nurture, guide, and challenge all of our students to achieve their maximum potential.

Provide the school's vision statement.

Highlands Elementary School, in partnership with parents and community members, is committed to creating an environment of high academic expectations where all individuals through support, interventions and enrichment, grow to their greatest potential.

School Leadership Team

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

Name	Title
Cummins, Patricia	Principal
Griffin, Carla	School Counselor
Wilson, Julia	Instructional Coach
Bracco, Janine	Assistant Principal
Cruz Santiago, Duannieh	Instructional Coach
Bailey, Bridget	Instructional Coach
Donohue, Maureen	Psychologist
Deliz, Tania	School Counselor

Duties

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

MTSS Coach and School Counselors will lead the MTSS team in collection, interpretation and analysis
of data. They will facilitate the development of the intervention plan, provide support and resources to staff, and
ensure fidelity of intervention and collection of data. The MTSS Team will build clear expectations and responsibilities of team members.

Instructional Coaches will assist teachers in collection, interpretation, and analysis of data. They will provide
resources for intervention and help monitor for fidelity. Coaches will support the implementation of Tier 1, 2, and 3 students and assist in progress monitoring assessments as well as provide professional
development in necessary areas.

School Psychologist will participate in collection, interpretation and analysis of data, facilitate development of intervention plans, and provide support for by communicating with parents and others

outside of school.

Administration will support the team in analysis of data and provide professional development for teachers. Administration will assist in communicating with parents and outside resources to help our students.

The assistant principal will be the facilitator of monthly stocktake meetings, working closely with the point people to gather progress of areas of focus prior to the actual stocktake. Prior to the stocktake, the facilitator (AP) will prepare the principal and prepare an agenda. At the stocktake, the assistant principal/facilitator will have each point person share progress and keep the meeting on track. The principal will hold each member of the stocktake accountable for results, adding tough questions that will challenge and support the results and actively engage in problem solving. The principal will monitor the SIP, receive monthly reports and provide feedback. The counselors and coaches will be part of the stocktake meetings monthly as the point people; responsible for reporting progress on areas of focus and action steps for continued growth of these areas of focus.

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	26	22	18	17	17	29	0	0	0	0	0	0	0	129
One or more suspensions	0	1	1	7	2	6	0	0	0	0	0	0	0	17
Course failure in ELA or Math	0	0	12	10	23	5	0	0	0	0	0	0	0	50
Level 1 on statewide assessment	0	0	0	26	40	23	0	0	0	0	0	0	0	89

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	3	10	15	13	0	0	0	0	0	0	0	42

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	7	2	1	7	0	0	0	0	0	0	0	0	0	17
Retained Students: Previous Year(s)	7	14	19	13	17	24	0	0	0	0	0	0	0	94

Date this data was collected
Monday 7/16/2018

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	39	24	32	17	13	11	0	0	0	0	0	0	0	136
One or more suspensions	4	5	3	5	4	10	0	0	0	0	0	0	0	31
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on statewide assessment	0	0	0	12	45	61	0	0	0	0	0	0	0	118
Students retained	6	1	3	1	0	0	0	0	0	0	0	0	0	11
	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	1	2	1	3	7	12	0	0	0	0	0	0	0	26

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	39	24	32	17	13	11	0	0	0	0	0	0	0	136
One or more suspensions	4	5	3	5	4	10	0	0	0	0	0	0	0	31
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on statewide assessment	0	0	0	12	45	61	0	0	0	0	0	0	0	118
Students retained	6	1	3	1	0	0	0	0	0	0	0	0	0	11
	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	1	2	1	3	7	12	0	0	0	0	0	0	0	26

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Math Lowest 25% for SWD was lowest with 25%.
This is not a trend as we had a 2% increase from 2017.

Which data component showed the greatest decline from prior year?

Overall math achievement had the greatest decline, down 3%- 52% in 2017 to 49% in 2018.

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

Overall math achievement had the biggest gap when compared to the state average. Highlands had 49% proficiency and the state was 62%, a 13% gap.

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

Learning gains in both math and ELA showed the most improvment. Math had a 12% improvement from 47% to 59% with ELA closely following with a 11% increase from 47% to 58%.
This was an area of focus during 2017-2018 school year as both content areas had a decrease in 2016-2017.

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

Focus on tier one instruction in order for all students to receive the appropriate grade level core instruction.
Teachers monitoring students for understanding, re-teaching for students to reach proficiency, students utilizing the proficiency scales to monitor their own learning and advocating for support when needed. Strong PLC to prioritize essential standards, create common formative assessments and analyze student understanding, adjusting instruction to meet all student needs. Student conferences with teachers for goal-setting, monitoring and celebrations of success. Growth mindset at work in classroom and school. Monthly data chats with MTSS team and classroom teachers to analyze data.

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

Indicator	Grade Level (prior year reported)						Total
EWS Indicators as Input Earlier in the Survey							
	K	1	2	3	4	5	
Attendance below 90 percent	26 (39)	22 (24)	18 (32)	17 (17)	17 (13)	29 (11)	129 (136)
One or more suspensions	0 (4)	1 (5)	1 (3)	7 (5)	2 (4)	6 (10)	17 (31)
Course failure in ELA or Math	0 (0)	0 (0)	12 (0)	10 (0)	23 (0)	5 (0)	50 (0)

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	26 (12)	40 (45)	23 (61)	89 (118)

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	46%	51%	-5%	57%	-11%
	2017	49%	53%	-4%	58%	-9%
Same Grade Comparison		-3%				
Cohort Comparison						
04	2018	34%	48%	-14%	56%	-22%
	2017	39%	50%	-11%	56%	-17%
Same Grade Comparison		-5%				
Cohort Comparison		-15%				
05	2018	48%	50%	-2%	55%	-7%
	2017	39%	48%	-9%	53%	-14%
Same Grade Comparison		9%				
Cohort Comparison		9%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	32%	51%	-19%	62%	-30%
	2017	58%	56%	2%	62%	-4%
Same Grade Comparison		-26%				
Cohort Comparison						
04	2018	41%	53%	-12%	62%	-21%
	2017	40%	55%	-15%	64%	-24%
Same Grade Comparison		1%				
Cohort Comparison		-17%				
05	2018	53%	52%	1%	61%	-8%
	2017	40%	49%	-9%	57%	-17%
Same Grade Comparison		13%				
Cohort Comparison		13%				

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	47%	49%	-2%	55%	-8%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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	20	45	41	28	39	25	20				
ELL	28	46	41	35	50	41	27				
BLK	53	67		47	62		50				
HSP	48	57	46	46	56	42	52				
WHT	55	56		65	76						
FRL	49	56	49	49	57	43	53				

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	16	19	23	19	31	23	30				
ELL	37	38	50	42	41	42	28				
BLK	60	73		57	36						
HSP	45	43	50	48	46	37	40				
WHT	58	54		67	63		100				
FRL	47	44	49	51	48	39	45				

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	According to FSA Spring 2018 results, only 50% of students have reached proficiency in literacy. ELA learning gains was 58%, an increase of 11% from spring 2017. ELA lowest quartile had a 2% decrease with 50% students showing gains.
Intended Outcome	ELA proficiency increase from 50% to 55%. ELA learning gains increase from 58% to 61%. ELA Lowest 25% increase from 50% to 53%.
Point Person	Julia Wilson (wilsonj@osceola.k12.fl.us)

Action Step	
Description	1. Ensure effective instruction is taking place by prioritizing the essential standards, use of proficiency scales for these essential standards along with learning goals and targets. This will take place during our weekly planning sessions with grade level content areas and our instructional coaches. Literacy coach will provide hard copies of the test specs to teachers and supporting question stems. Progress and areas to focus on will be discussed during our weekly leadership team meetings. New teachers received training from Instructional Framework coaches to align planning, teaching, and monitoring for learning. 2. All ELA teachers will be implementing guided reading to help meet individual student needs. Professional development is planned through the district to support teachers in implementation. Our literacy coach will also support through modeling, co-teaching, observation and planning weekly. 3. Develop and implement interventions based on common assessment data to meet individual student needs and to ensure student growth is achieved. Our literacy coach and MTSS coach worked with grade level teachers and support staff to implement appropriate interventions, monitor and track student progress and will meet monthly to discuss. 4. ELL task force to support our ESOL students in literacy achievement through the use of best practices including ELL strategies. Additional intervention will be used this year to support our ESOL students in acquiring English. Our EES will conduct PD with grade level teams quarterly to model/teach using scaffolds, visuals, engagement strategies and opportunities to develop Language Abilities. EES will introduce and support ELLevation usage. 5. Professional development for new teachers to support learning of steps 1-4. This PD will take place in September to best prepare our new teachers to unpacking the standards, creating and using proficiency scales and learning targets. 6. Weekly planning sessions with grade levels and instructional coaches will support the development of appropriate instructional strategies to best meet student needs and thus improve achievement.
Person Responsible	Julia Wilson (wilsonj@osceola.k12.fl.us)

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.
Action step will also be monitored by walk-through observations conducted by literacy
coach and administration.
Classroom walk-throughs- ELL strategies used during instruction, and monitoring of iReady
(usage and performance).

| **Person Responsible** | Janine Bracco (janine.bracco@osceolaschools.net) |

Activity #2	
Title	Increase Learning Gains and Proficiency in Math and Science
Rationale	Learning gains are a high priority area of need that hold a direct connection to student achievement and the overall school academic grade. With a developed and specific focus on learning gains, students will receive core instruction and targeted interventions that will meet their individual needs.
Intended Outcome	Student learning gains will increase by 3% in the area of math and proficiency levels in science will increase by 3%.
Point Person	Duannieh Cruz Santiago (duannieh.cruzsantiago@osceolaschools.net)

Action Step	
Description	1. Ensure effective instruction is taking place through the use of proficiency scales of essential standards and learning goals and targets.This will take place during our weekly planning sessions with grade level content areas and our instructional coaches. Progress and areas to focus on will be discussed during our weekly leadership team meetings. 2. Our math coach will also support through modeling, co-teaching, observation and planning weekly. Professional development will be given on planning for a math block using engagement structures. 3. Develop and implement interventions based on assessment data to meet individual student needs. Our math coach and MTSS coach worked with grade level teachers and support staff to implement appropriate interventions, monitor and track student progress and will meet monthly to discuss. 4. ELL task force to support ESOL students in mathematics achievement. Our EES will conduct PD with grade level teams quarterly to model/teach using scaffolds, visuals, engagement strategies and opportunities to develop Language Abilities. 5. Professional development for new teachers to support learning of steps 1-3. This PD will take place in September to best prepare our new teachers to unpacking the standards, creating and using proficiency scales and learning targets. 6. Weekly planning sessions with grade levels and instructional coaches will support the development of appropriate instructional strategies to best meet student needs and thus improve achievement. 7. Students will be provided with targeted interventions that meet the needs of all students. 8. The leadership team will monitor subsets of lowest quartile data, while in communication with the teachers to track student progress. 9. Coaching support will be provided based on areas of focus to increase student achievement.
Person Responsible	Duannieh Cruz Santiago (duannieh.cruzsantiago@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. Action step will also be monitored by walk-through observations conducted by literacy coach and administration. Classroom walk-throughs- ELL strategies used during instruction, and monitoring of iReady (usage and performance).

Classroom observations will occur daily with effective feedback provided to the school as a whole and individual teachers.
Monitor data through formative, summative, and diagnostic assessments.
MTSS meetings will be held monthly to analyze data and their effectiveness of programs/ intervention placement.

Person Responsible   Janine Bracco (janine.bracco@osceolaschools.net)

Activity #3	
Title	Strengthen Collaborative processes to ensure that the learning needs of all students are met.
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.
Intended Outcome	ELA and Math proficiency and learning gains will increase by 5% in all subgroups.
Point Person	Jenna Turner (jenna.turner@osceolaschools.net)

Action Step	
Description	1. School PLC teams will meet each month during early release and on at least 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. 2. Collaborative teaming professional development will be conducted throughout the year to build shared knowledge of PLC processes. Weekly newsletters to staff will be sent by Mrs. Bracco to include information to strengthen PLC including videos from Solution Tree. 3. Grade Cam 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 as a collaborative team. This data will be discussed monthly at grade level content PLC. 4. Mentoring will be conducted for teams who are struggling, and additional support will be given so they become an effective collaborative team. This mentoring will take place weekly during Thinking Thursday by instructional coaches. Individual teachers who are new to the profession are also mentored through the TSL grant by master teachers, who meet weekly, observing, coaching, co-teaching and providing other supports. 5. The PLC Guiding Coalition will oversee the process, each member attending a PLC at Wednesday PLC meetings. 6. PLC Lead Facilitator will report progress of PLC to assistant principal for monthly stocktakes. Next steps will be identified.
Person Responsible	Jenna Turner (jenna.turner@osceolaschools.net)

Plan to Monitor Effectiveness	
Description	1. Administrators, PLC Facilitator, and PLC Guiding Coalition will monitor all accountability area collaborative teams, to ensure time is being used effectively and to evaluate the elvel of each PLC Team Weekly. 2. PLC Seven Stages rubric will be used to measure Pre, Mid and End of year progress of PLC teams. 3. School Stocktake Model will take place monthly or bi monthly to report progress to the Principal on the Area of Focus. 4. Principals will update Assistant Superintendents of Curriculum during their monthly check-ins. 5. 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	Janine Bracco (janine.bracco@osceolaschools.net)

Activity #4	
Title	Ensure safe positive learning environment for all students to maximize instructional time and improve academic achievement.
Rationale	Research states that the benefits of a positive student-teacher relationship and student to student relationship, showing kindness, trust and respect, results in classrooms where students can learn and grow academically, socially and emotionally.
Intended Outcome	A positive learning environment for students, where behavior distractions are minimized thus providing time spent on classroom instruction to maximize student learning.
Point Person	Bridget Bailey (bridget.bailey@osceolaschools.net)

Action Step	
Description	1. Our staff will utilize school-wide behavior expectations: Be Kind. Be Responsible. Be Safe. Be Ready to Learn. A matrix of expectations will be created by the PBIS Committee and distributed to all staff and students. Short videos of the matrix expectations for each area of the building (classroom, hallway, playground, cafeteria, restroom) will be created and shown at an assembly at least one time per quarter. 2. Staff training on Zones of Regulation, a program to assist students to self-regulate and strategies to use when becoming bored, tired, sad or angry. This training will take place throughout the school year and is being supported by student services. 3. Utilize positive reinforcement system, both in classroom and school-wide. Monthly trainings will take place to show the benefits of positive reinforcement rather than negative feedback. 4. The creation of administration vs. staff managed behavior flow chart to assist teachers and support staff when dealing with inappropriate student behaviors. The PBIS Committee created and revised the flow chart the first quarter of the school year. It will be dispersed at the October faculty PLC with cross grade level groups.
Person Responsible	Bridget Bailey (bridget.bailey@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. Present data & discuss to guide Decision Making at MTSS meetings and faculty PLC.
Person Responsible	Janine Bracco (janine.bracco@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, § 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.

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.

Problem solving team (PST), consisting of administrators, instructional coaches, school counselors, RCS and School Psychologist will meet weekly for 60-90 minutes. The MTSS Coach and school counselors will lead the PST in collection, interpretation and analysis of data, facilitate the development of intervention plan, provide support and resources to staff, and ensure fidelity of intervention and collection of data.The PST will meet with teachers monthly to review data from all tiers and discuss diagnostic assessment data following the administration of iReady Diagnostic (beginning of year, mid-year and end of year).

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:	**$8,100.00**