

School District of Osceola County, FL

Kissimmee 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	16
Budget to Support Goals	19

Kissimmee Elementary School

3700 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	92%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	93%

School Grades History

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

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.

Kissimmee Elementary School will provide an enriched and rigorous learning environment within a diverse community where all children succeed.

Provide the school's vision statement.

Kissimmee Elementary will outperform all other elementary schools in Osceola County.

School Leadership Team

Membership

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

Name	Title
Noyes, David	Principal
Mendez, Vivian	Instructional Coach
Miller, Amy	Instructional Coach
Perez, Adah	Assistant Principal
Durinick , Candace	Instructional Coach
Rosado, Erica	Instructional Coach

Duties

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

Principal-As principal of the school, he oversees all areas of the school and leads the staff in the direction that best meets the needs of the students. He monitors the MTSS program for the school.

Assistant Principal- The assistant principal supports the principal in overseeing the school and leading the staff as an academic leader.

MTSS Coach-The MTSS coach facilitates the MTSS process and monitors the progress of students and programs.

Reading Coach-Provides support and strategies for Language Arts and Reading

Interventionist-Provide support for students in Tier 3 of MTSS for reading/academics and MTSS behavior

K-2 Academic Specialist- Provides support and strategies for teachers in all content areas

3-5 Academic Specialist- Provides support and strategies for teachers in all content areas

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	5	6	0	0	0	0	0	0	0	11
One or more suspensions	0	0	0	0	3	2	0	0	0	0	0	0	0	5
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	9	13	0	0	0	0	0	0	0	22

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	0	0	0	

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

Date this data was collected

Tuesday 7/3/2018

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	23	24	20	22	20	22	0	0	0	0	0	0	0	131
One or more suspensions	1	2	0	0	0	0	0	0	0	0	0	0	0	3
Course failure in ELA or Math	0	0	0	1	2	0	0	0	0	0	0	0	0	3
Level 1 on statewide assessment	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	0	0	0	0	0	0	0	

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	23	24	20	22	20	22	0	0	0	0	0	0	0	131
One or more suspensions	1	2	0	0	0	0	0	0	0	0	0	0	0	3
Course failure in ELA or Math	0	0	0	1	2	0	0	0	0	0	0	0	0	3
Level 1 on statewide assessment	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	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

Assessment & Analysis

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

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

According to our FSA ELA data, 51% of our students scored in the proficient range as established by the state of Florida. While this is a four point increase from last year's FSA ELA results, historically this tested category has resulted in low test scores for KMES.

Which data component showed the greatest decline from prior year?

According to FSA results for the 2017-2018 school year, mathematical gains in the lowest 25% of students demonstrated a decrease of 11 points from the previous school year.

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

According to the FSA ELA results reported, the biggest gap when compared to the state average falls in ELA proficiency with a five point difference between KMES and the state of Florida.

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

According to FSA ELA results, the overall proficiency level increased four points from the previous year. The trend over the last three years of testing has demonstrated stagnant scores from 2016-2017 results with an increase in the 2018 school year.

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

By providing targeted support for both teachers and students, KMES was able to address the specific needs necessary to close the achievement gap this school year by increasing our achievement level four points. Exposure to complex text, student driven tasks, strategies to interact with complex text and a deeper understanding of ELA standards provided a specific structure that led to an increase in student performance.

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	51%	51%	56%	49%	52%	52%
ELA Learning Gains	62%	54%	55%	61%	55%	52%
ELA Lowest 25th Percentile	60%	46%	48%	49%	50%	46%
Math Achievement	74%	54%	62%	62%	53%	58%
Math Learning Gains	80%	56%	59%	67%	56%	58%
Math Lowest 25th Percentile	65%	42%	47%	61%	49%	46%
Science Achievement	67%	51%	55%	64%	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	0 (23)	0 (24)	0 (20)	0 (22)	5 (20)	6 (22)	11 (131)
One or more suspensions	0 (1)	0 (2)	0 (0)	0 (0)	3 (0)	2 (0)	5 (3)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (1)	0 (2)	0 (0)	0 (3)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (0)	9 (0)	13 (0)	22 (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
03	2018	43%	51%	-8%	57%	-14%
	2017	34%	53%	-19%	58%	-24%
Same Grade Comparison		9%				
Cohort Comparison						
04	2018	33%	48%	-15%	56%	-23%
	2017	37%	50%	-13%	56%	-19%
Same Grade Comparison		-4%				
Cohort Comparison		-1%				
05	2018	46%	50%	-4%	55%	-9%
	2017	43%	48%	-5%	53%	-10%
Same Grade Comparison		3%				
Cohort Comparison		9%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	54%	51%	3%	62%	-8%
	2017	61%	56%	5%	62%	-1%
Same Grade Comparison		-7%				
Cohort Comparison						
04	2018	62%	53%	9%	62%	0%
	2017	54%	55%	-1%	64%	-10%
Same Grade Comparison		8%				
Cohort Comparison		1%				
05	2018	74%	52%	22%	61%	13%
	2017	71%	49%	22%	57%	14%
Same Grade Comparison		3%				
Cohort Comparison		20%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	54%	49%	5%	55%	-1%
	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	41	66	61	58	73	65	38				
ELL	37	58	61	62	75	69	51				
BLK	43	38		74	75						
HSP	51	63	58	73	80	67	67				
WHT	56	64		86	84		75				
FRL	49	58	53	72	78	63	62				
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	56	58	40	72	73	42				
ELL	30	54	58	62	76	75	51				
BLK	22	44		54	73						
HSP	47	59	60	73	78	76	72				
WHT	70	55		87	82						
FRL	44	57	61	72	78	74	68				

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 ELA (ESE/ELL Proficiency)
Rationale	Proficiency in the area of ELA for both ESE and ELL students continues to be an area of growth for Kissimmee Elementary. By focusing on the targeted needs of specific subgroups within our school, we are able to ensure equality and access to the fundamental curriculum necessary help students reach high levels of cognitive complexity.
Intended Outcome	By providing a targeted focus of both ESE and ELL students in the area of ELA, it is our expectation that the identified subgroups will increase their overall level of proficiency by a minimum of four points as determined by the Florida Standards Assessment. ELL students will demonstrate an increase to 23 percent proficiency as determined by the FSA. ESE will demonstrate an increase to 25 percent proficient as determined by the FSA.
Point Person	Erica Rosado (erica.rosado@osceolaschools.net)
Action Step	
Description	<p>Step 1: In order to meet the intended outcome regarding the increased proficiency of both ESE and ELL subgroups, we plan to increase exposure to complex text, tasks aligned tightly to the learning target/standard, and a focus on teaching students strategies that increase comprehension of complex text. The targeted strategies will provide the structure necessary to ensure increased academic performance in our identified area of focus.</p> <p>Step 2: Classroom teachers will be provided the necessary professional development specifically addressing how to select complex text that aligns to grade level standards as well as support in the development of tasks that align to the learning target/standard. Ms. Miller, Ms. Durinick, Ms. Rosado and Ms. Mendez will work together to develop and provide the professional development addressing our identified area of focus. The initial professional development will be provided to all newly hired staff within the month of August. Teachers will be provided with two full day trainings to include guided walk throughs of specific classroom teachers in order to demonstrate the practices in action. In addition, any identified teachers that are in need of support will also be invited to attend the professional development.</p> <p>Step 3: The ELL task force will also provide support in order to ensure the implementation of ELL strategies through the collection of trends and immediate response to identified trends through classroom model lessons and one-on-one meetings with individual teachers as needed. Ms. Escribano will provide the professional development regarding effective ELL strategies (September) and will present trends every other week at our leadership team meeting.</p>
Person Responsible	Amy Miller (amy.miller@osceolaschools.net)
Plan to Monitor Effectiveness	
Description	<p>Step 1: The identified area of focus will be monitored for effectiveness through the implementation of common formative assessments aligned to ELA standards, small group interventions specific to the needs of ESE/ELL students, regular meetings with both classroom teachers and VE support staff, continuous walk-throughs by the leadership team and the continued monitoring of the effective implementation of high yield ELL strategies.</p> <p>Step 2: The ELL task force will also work collaboratively with classroom teachers and leadership in order to identify trends and areas of support in order to ensure academic growth.</p> <p>Step 3: In addition, the area of focus will also become part of the stocktake process on a monthly basis in order to ensure accountability at all levels. All findings will be presented to the principal. Mr. Noyes, principal, will share and update the assistant superintendent</p>

during monthly meetings. Mr. Noyes will also update the chief of staff and assistant superintendent once a quarter regarding the progress of the identified area of focus through the stocktake model.

Person Responsible Adah Perez (adah.perez@osceolaschools.net)

Activity #2	
Title	Ensure high levels of achievement in the area of mathematics for all students (increased overall achievement)
Rationale	<p>Mathematics problem solving is vital in developing logical thinkers and life-long problem solvers. Students need to be able to work and approach problem-solving in various ways. In order to continue improving student achievement in mathematics as determined by the Florida Standards Assessment and to ensure high levels of learning for all students, Kissimmee Elementary will provide targeted interventions for both level 1 and level 2 students as identified by the state assessment. Currently Kissimmee Elementary scored at 74 percent in overall student achievement in the area of mathematics. ESE students are scoring at 47 percent proficient in mathematics while ELL students are scoring at 48 percent proficient.</p> <p>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.</p>
Intended Outcome	<p>Through targeted support of students scoring at level 1 or level 2 on the mathematics portion of the Florida Standards Assessment, it is our goal to increase overall student achievement in this category by no less than two points. The targeted support will also increase ESE student achievement on the Florida Standards Assessment in the area of mathematics demonstrating an overall achievement for this identified subgroup of 50 percent. ELL student achievement on the Florida Standards Assessment in the area of mathematics will increase from 48 percent proficient to 50 percent proficient.</p> <p>Our overall proficiency will increase by 3% in the area of science.</p>
Point Person	Amy Miller (amy.miller@osceolaschools.net)
Action Step	
Description	<p>Math :</p> <p>Step 1: Through the use of common formative assessments and TenMarks data, classroom teachers will identify academic gaps for specific students. Data will be gathered on a weekly basis in order to provide a timely response to identified gaps. Classroom teachers will provide targeted interventions in order to build content knowledge in support of standard attainment. As academic gaps are identified and interventions are implemented with fidelity, grade levels will review progress of standard attainment through the PLC process on a weekly basis.</p> <p>Step 2: Additional support will be provided by academic coaches during weekly PLC meetings.</p> <p>Step 3: The ELL task force will identify trends regarding the implementation of effective ELL strategies. Professional development will be provided by Ms. Escribano, ESOL compliance specialist on September 13th, November 15th, January 17th, and on March 14th in order to model the use of effective ELL strategies in the classroom.</p> <p>Science:</p> <ul style="list-style-type: none"> -Students will be provided with targeted interventions that meet the needs of all students. -The leadership team will monitor subsets of lowest quartile data, while in communication with the teachers to track student progress. -Coaching support will be provided based on areas of focus to increase student achievement.

Person Responsible Erica Rosado (erica.rosado@osceolaschools.net)

Plan to Monitor Effectiveness

Description

Math:

Step 1: Through the weekly PLC process and leadership meetings, KMES will continuously monitor the progress of identified students scoring at a level 1 or level 2 on the Florida Standards Assessment addressing mathematics.

Step 2: In addition, the monthly stocktake meetings will also assess the effectiveness of the progress in the area of mathematics. All findings will be reported to the school principal, Mr. Noyes. The school principal will then update the assistant superintendent during scheduled monthly meetings. Mr. Noyes will also present the progress related to the area of focus through the school stocktake model to both the chief of staff and the assistant superintendent once a quarter.

Science:

- 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 Adah Perez (adah.perez@osceolaschools.net)

Activity #3	
Title	Strengthen the collaborative processes to ensure that the learning needs of all students are met
Rationale	In order to ensure that the learning needs of all students are met, Kissimmee Elementary School will implement the use of GradeCam in kindergarten through fifth grade. The data gathered through the use of GradeCam will provide relevant information that will govern the PLC process and guide future instruction and remediation of the learning standards.
Intended Outcome	By providing a targeted focus of both ESE and ELL students in the area of ELA, it is our expectation that the identified subgroups will increase their overall level of proficiency by a minimum of four points as determined by the Florida Standards Assessment. ELL students will demonstrate an increase to 23 percent proficiency as determined by the FSA. ESE will demonstrate an increase to 25 percent proficient as determined by the FSA. ESE student achievement on the Florida Standards Assessment in the area of mathematics will increase from 47 percent to 50 percent. ELL student achievement on the Florida Standards Assessment in the area of mathematics will increase from 48 percent proficient to 50 percent proficient.
Point Person	Vivian Mendez (mendezv@osceola.k12.fl.us)
Action Step	
Description	Amy Pierce provided GradeCam professional development to all staff during the school wide PLC on August 15, 2018. The purpose of the GradeCam instruction was to insure fidelity of implementation of this grading tool in order to drive the data driven professional learning communities. Each grade level representative provides necessary guidance to drive the school wide improvement efforts in the areas of mathematics, ELA. This guiding coalition meets monthly with the leadership team and the ELL task force to share pertinent data and trends.
Person Responsible	Candace Durinick (durinicc@osceola.k12.fl.us)
Plan to Monitor Effectiveness	
Description	<p>Step 1: Specific leadership members will be assigned to oversee the progress of various subgroups in order to ensure the use of data to drive instruction. Monthly meetings with the PLC guiding coalition and leadership members will assist in the alignment of strategic goals and accountability with regard to the goals. The deliberate focus on the progress demonstrated by ESE and ELL students will be supported by the use of GradeCam, weekly PLC meetings and feedback as provided by the ELL task force.</p> <p>Step 2: In addition, the area of focus will also become part of the stocktake process on a monthly basis in order to ensure accountability at all levels. All findings will be presented to the principal. Mr. Noyes, principal, will share and update the assistant superintendent during monthly meetings. Mr. Noyes will also update the chief of staff and assistant superintendent once a quarter regarding the progress of the identified area of focus through the stocktake model.</p>
Person Responsible	Adah Perez (adah.perez@osceolaschools.net)

Activity #4	
Title	Guidance Counselor
Rationale	Research shows that responding to individual student needs through a multi-tiered support system of support will improve student achievement.
Intended Outcome	The percentage of students in the lowest quartile showing learning gains will increase by 3%.
Point Person	David Noyes (david.noyes@osceolaschools.net)
Action Step	
Description	The problem solving team/MTSS Coach/Guidance Counselor will meet with teachers, bi-weekly to discuss the academic needs of students including intervention and extension of learning.
Person Responsible	Vivian Mendez (mendezv@osceola.k12.fl.us)
Plan to Monitor Effectiveness	
Description	-Student data will be tracked through school-wide assessment tools (i-Ready and formative assessments) to identify and target specific students and areas not meeting proficiency.
	-Walkthroughs will be utilized to prioritize staff professional development needs and address areas of concern.
	-School Stocktake Model will take place monthly or bi-monthly to report progress to the Principal on the Area of Focus.
Person Responsible	Adah Perez (adah.perez@osceolaschools.net)

Activity #5	
Title	Parent Liaison
Rationale	Our school population continues to need exposure to recreational and cultural experiences due to income barriers. Additionally, this impacts parent involvement, necessitating additional outreach on behalf of the schools to secure family involvement in school activities.
Intended Outcome	We will increase attendance at family engagement events by 3%.
Point Person	Candace Durinick (durinicc@osceola.k12.fl.us)
Action Step	
	1. In order to better advertise parent events, we will notify parents through Remind and social media of schools events prior to events occurring. Flyers will be sent home with students in English and Spanish.
	2. All staff will regularly encourage parent and student participation in after-school events.
Description	3. Staff will use phone and meeting logs to track parent contact with staff.
	4. Presenters will ensure that parent events are informative and accessible to families. Bilingual support will be provided for Spanish speaking families.
	5. Leadership team will ensure that all family engagement events have a chosen coordinator for organization and contact.
Person Responsible	Adah Perez (adah.perez@osceolaschools.net)
Plan to Monitor Effectiveness	
	-School Stocktake Model will take place monthly to report progress in this area,
	-Principals will update Assistance Superintendent of Curriculum during their monthly check-ins.
Description	-Principal will share and update the Chief of Staff and Assistant Superintendents once a quarter on progress in this area of focus.
	-Quarterly review of all parent and family engagement night activities for attendance and success.
Person Responsible	David Noyes (david.noyes@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.

Kissimmee Elementary 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.

The support staff also participates with mentoring students to provide a positive role model. Each grade level is assigned a specific mentor that is accessible throughout the day.

Student advocates are as follows:

- Kindergarten: Candace Durinick
- 1st grade: Amy Miller
- 2nd grade: Vivian Mendez
- 3rd grade: Erica Rosado
- 4th grade: Michelle Perez Schwartz
- 5th grade: David Noyes

Through this measure of advocacy for students, we are able to provide academic, emotional, and social support for all students. There is a Social Worker who is on campus once a week and is available by phone to help our students and families.

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.

The MTSS team meets monthly to review school wide data and data pertaining to students receiving MTSS interventions. Upon review of identified students, the committee makes recommendations based on the identified needs.

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:

\$2,000.00