

School District of Osceola County, FL

Zenith Accelerated Academy



2018-19 Schoolwide Improvement Plan

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Zenith Accelerated Academy

2218 E IRLO BRONSON MEMORIAL HWY, 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)
High School PK, 9-12	Yes	98%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	84%

School Grades History

Year	2012-13	2011-12
Grade		

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.

"We exist to prepare each student academically and socially to be critical thinkers, problem solvers, and responsible and productive citizens."

Provide the school's vision statement.

"At Zenith, we Believe each student can learn and will have an equal opportunity to do so; in clearly defined goals that set high expectations for student excellence; in the value of parents as the student's first and best teachers; in the value of each employee; in accountability at all levels; in a community that must actively participate in the development of our students; we can achieve higher levels of performance; in the personal and professional growth of all people at our school; the campus should be supportive, safe and secure; instructional practices should incorporate learning activities that take into account differences in learning styles."

School Leadership Team

Membership

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

Name	Title
Studly, Robert	Principal
O'Connor, Frances	Assistant Principal
Phillips, Delilah	Dean
Helms, Kathryn	School Counselor
Cooper, Melissa	School Counselor
Dunham, Thomas	Dean
Vera, Dulce	Instructional Coach
Konieczny, Carolyn	School Counselor
Sanctis, Andrew	Teacher, K-12

Duties

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

Robert Studly (Principal): Responsible to interperate school data and provide leadership in developing the plan.

Frances O'Connor (Assistant Principal): Assist the principal in determining appropriate goals and providing leadership to the staff in implementing the SIP

Kathryn Helms (Guidance Counselor): 11th and 12th grade guidance counselor, participates in guidance professional learning community

Melissa Cooper (Guidance Counselor): 8th grade (AXIS) guidance counselor, participates in guidance and AXIS professional learning communities, responsible for the enrollment screening and

operation of Zenith's AXIS program

Carolyn Konieczny (Guidance Counselor): 9th and 10th grade guidance counselor, college and career specialist, responsible for assisting students in registering for SAT and ACT assessments, participates in guidance and 9/10 grade level professional learning communities

Dulce Vera (Reading Coach): Reading and ELA coach, MTSS, Khan Academy, Remediation/ Intervention scheduling, iReady Coordinator, Achieve3000 Coordinator, New Teacher Lead, Professional Development Lead, PLC Facilitator, participates in ELA, Reading, and Leadership professional learning communities

Andrew Sanctis (Teacher): 8th grade ELA teacher, participates in AXIS and ELA professional learning communities

Delilah Phillips (Dean): School Safety, Discipline,

Thomas Dunham (Dean): Enrollment and recruiting, graduation, roster and course verification, discipline,

Early Warning Systems

Year 2017-18

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	0	0	4	3	3	26	72	108	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA or Math	0	0	0	0	0	0	0	0	3	0	6	13	19	41	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	30	13	27	69	116	255	

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	18	4	17	52	62	153

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	0	0	0	0	28	14	19	39	63	163	

Date this data was collected

Thursday 8/23/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	0	0	9	5	20	44	92	170	
One or more suspensions	0	0	0	0	0	0	0	0	3	1	4	12	5	25	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	2	26	11	121	160	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	50	19	36	96	134	335	

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	10	17	43	120	183	373

Year 2016-17 - Updated

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	0	0	9	5	20	44	92	170	
One or more suspensions	0	0	0	0	0	0	0	0	3	1	4	12	5	25	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	2	26	11	121	160	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	50	19	36	96	134	335	

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	10	17	43	120	183	373

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?

Due to Zenith's unique accountability situation we focus primarily on learning gains as opposed to achievement level due to receiving a school improvement rating and not a school grade. Keeping that in mind the lowest data component last year was our Mathematics Learning Gains at 55. This is not a trend because last year Mathematics was our highest data component.

Which data component showed the greatest decline from prior year?

Our Mathematics Learning Gains declined from 65 to 55.

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

We exceeded the state average in Mathematics Learning Gains by 7 points.

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

Our ELA Learning Gains component showed the most improvement rising from 42 in 2016-2017 to 59 in the 2017-2018 school year. This data component has been improving for consecutive years.

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

The ELA/Literacy team has taken steps to drastically improve their collaborative teaming and incorporated structured use of KHAN Academy and other intervention aids.

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	0%	56%	56%	0%	50%	52%
ELA Learning Gains	0%	54%	53%	0%	42%	46%
ELA Lowest 25th Percentile	0%	47%	44%	0%	33%	38%
Math Achievement	0%	39%	51%	0%	42%	43%
Math Learning Gains	0%	40%	48%	0%	40%	39%
Math Lowest 25th Percentile	0%	46%	45%	0%	36%	38%
Science Achievement	0%	67%	67%	0%	69%	65%
Social Studies Achievement	0%	70%	71%	0%	66%	69%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Attendance below 90 percent	3 (5)	3 (20)	26 (44)	72 (92)	104 (161)
One or more suspensions	0 (1)	0 (4)	0 (12)	0 (5)	0 (22)
Course failure in ELA or Math	0 (2)	6 (26)	13 (11)	19 (121)	38 (160)
Level 1 on statewide assessment	13 (19)	27 (36)	69 (96)	116 (134)	225 (285)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2018	25%	47%	-22%	53%	-28%
	2017	8%	48%	-40%	52%	-44%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		17%				
Cohort Comparison						
10	2018	18%	49%	-31%	53%	-35%
	2017	13%	47%	-34%	50%	-37%
Same Grade Comparison		5%				
Cohort Comparison		10%				

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

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	24%	68%	-44%	65%	-41%
2017	24%	69%	-45%	63%	-39%
Compare		0%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	42%	70%	-28%	71%	-29%
2017	41%	74%	-33%	69%	-28%
Compare		1%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	25%	61%	-36%	68%	-43%
2017	28%	63%	-35%	67%	-39%
Compare		-3%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	41%	52%	-11%	62%	-21%
2017	28%	46%	-18%	60%	-32%
Compare		13%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	9%	39%	-30%	56%	-47%
2017	12%	43%	-31%	53%	-41%
Compare		-3%			

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
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

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	Increasing Math Learning Gains
Rationale	Research indicates that the following factors have a significant positive impact on a student learning; interventions for students with learning needs, evaluation and reflection, response to intervention as well as mathematics programs. Zenith's math team plans on using data to provide appropriate interventions and programs to create positive learning growth in each student.
Intended Outcome	Zenith's goal for the 2018-2019 school year is to increase our Mathematics Learning Gains by 10 from 55 in 2017-2018 to 65.
Point Person	Thomas Dunham (thomas.dunham@osceolaschools.net)
Action Step	
Description	1: Zenith math teachers will meet in subject area collaborative teams each month during early release days and during individual planning periods each month, for the purpose of assessing, analyzing, reflecting and revising plans as well as sharing best practices.
	2: 8th grade pre-algebra students will utilize iReady weekly in an effort to provide remediation to students who either struggled with the most recently taught standards or to provide enrichment for those that demonstrated mastery.
	3: Algebra 1 and Geometry students will utilize MathNation software on a weekly basis to provide remediation/re-teaching opportunities both in class and as an "at home" resource.
	4: Pert Prep and Algebra 1 courses will utilize Khan Academy software in an effort to provide targeted remediation and enrichment opportunities.
	5. Algebra 1, Geometry and Pre-Algebra will utilize a district provided formative tool administered every 4.5 weeks while PLATO Prep courses will utilize a common assessment tailored to PERT standards. These assessments will be used to identify standards of weakness and determine the course of instruction as students move toward the end of year/semester assessments.
	6. Students classified as Tier 2 & 3 will be receiving interventions based on student need.
	7. Math teachers will receive district provided professional development in the areas of discourse in math, cooperative structures, and rigor in the math classroom.
Person Responsible	Thomas Dunham (thomas.dunham@osceolaschools.net)
Plan to Monitor Effectiveness	
Description	1: The Math PLC will be assessed based on its growth on the Seven Stage Rubric.
	2: iReady coordinator will monitor the growth of 8th grade math students by assigning Growth Monitoring check points every 9 weeks. If a specific standard is targeted for intervention a Standard Mastery assessment will be assigned to those students.
	3. Algebra 1, Geometry and Pre-Algebra teachers will use district created assessments every 4.5 weeks to analyze and track student growth on specific standards and strands.
	4: PERT Prep courses will utilize a common assessment that is tailored to PERT specific

standards to track student growth and success on specific standards.

5: The School StockTakes will occur monthly to report on progress of math courses and identify areas of strength, weakness and where resources may be better allocated.

Person Responsible Frances O'Connor (frances.oconnor@osceolaschools.net)

Activity #2	
Title	Increasing Literacy Learning Gains
Rationale	According to the Spring 2018 FSA ELA data, 85% of the students grade 8- 10 scored a level 1 or 2. Research shows that increasing reading comprehension is vital for student college and career readiness, as well as their success in the workforce. On the Spring FSA ELA 70% of the students at Zenith scored a 10 out of the 20 possible points in the Craft and Structure cluster.
Intended Outcome	1. 8-10th grade ELA over all learning gains will increase by 5%. 2. ELA subgroups like, Craft and Structure, will increase from 8 average points earned to 10 average points earned.
Point Person	Dulce Vera (dulce.vera@osceolaschools.net)
Action Step	
Description	<ol style="list-style-type: none"> 1. The ELA department here at Zenith will meet each month during early release and two individual planning periods a month, to continue common planning and drive instruction based on data. 2. The ELA department will participate in professional Development offered monthly here at Zenith and at the district level. <ul style="list-style-type: none"> - Instructional Strategies within the lesson plan August 2018 - Core Connections Training Fall and Spring - Khan Academy data review - iReady data review -Achieve3000 data review 3. GradeCam will be used to compare teaching and student progress on district common assessments. Assessments will be given every 9 weeks. Questions will align to standards so teacher can use assessment data to drive instruction. 4. New teacher mentoring will take place for new teachers one hour a week through the "New Teacher Center" online resource. 5. Monitoring through the coaching "IMPACT Coaching Cycle" will take place for teachers regularly. 6. Students classified as Tier 2 & 3 will receive intervention based on student need.
Person Responsible	Dulce Vera (dulce.vera@osceolaschools.net)
Plan to Monitor Effectiveness	
Description	<ol style="list-style-type: none"> 1. Administrators will monitor GradCam formative's and PLC TEAM's folders to provide feedback and support common planning. 2. Teachers will sign up on MYPGS for professional development offered throughout the school year. 3. Administration will ensure that craft and structure standards are closely monitored through GradeCam. 4. ELA department will use data from the provided academic programs to track diagnostic gains and instructional need. 5. School stocktake model will take place monthly or bimonthly to report progress to the principal on the area of focus. 6. Literacy coach and paraprofessionals will provide admin with weekly schedules that include T2 and T3 intervention.
Person Responsible	Frances O'Connor (frances.oconnor@osceolaschools.net)

Activity #3	
Title	Increasing the effectiveness of our schools collaborative teams so that the learning needs of all students are met.
Rationale	According to research, collaborative teams that produce authentic, student centered, and engaging lessons will improve student achievement.
Intended Outcome	<p>Biology EOC Achievement levels will increase by 5%</p> <p>US History EOC Achievement levels will increase by 5%</p> <p>FSA Math & ELA Achievement levels will increase by 5% in grades 8-10</p>
Point Person	Dulce Vera (dulce.vera@osceolaschools.net)
Action Step	
Description	<p>1: School PLC teams will meet each month during early release days and during two individual planning periods per month, for the purpose of assessing, analyzing, reflecting and revising plans.</p> <p>2: Collaborative teaming and professional development will be conducted to build on the PLC process.</p> <ul style="list-style-type: none"> -Implementing Core Instructional Strategies into lesson plans, August 2018 -Assessment Administration/Grade Cam, September 2018 -Vocabulary Development with a Focus on LY/NES Students, November 2018 -Critical Reading/Writing Instruction in All Areas, January 2019 -Deepening Instructional Strategies, February 2019 -Building Rapport with Students During Testing Season, April 2019 <p>3: GradeCam will be used in common planning and assessing</p> <p>4: Mentoring and additional support will be given to struggling collaborative teams.</p> <p>5: Through Microsoft TEAMS software, PLCs will be monitored and pertinent documents will uploaded and stored.</p> <p>6: District formative assessments will be given and analyzed every 4.5 weeks.</p>
Person Responsible	Dulce Vera (dulce.vera@osceolaschools.net)
Plan to Monitor Effectiveness	
Description	<p>1: Administration and Team Leaders will monitor the progress and effectiveness of the schools PLC groups through attending regular meetings and monitoring documents uploaded to Microsoft TEAMS.</p> <p>2: PLC Seven Stage Rubric will used to measure Pre-, Mid- and End of Year progress of the PLC Team.</p> <p>3: School Stocktake model will take place monthly to report progress on the area of focus.</p> <p>4: Principals will update Assistant Superintendent monthly on curriculum.</p>

5: Principal will share with and update Chief of Staff and Assistant Superintendent once a quarter on progress of the area of focus through the stocktake model.

Person Responsible Frances O'Connor (frances.oconnor@osceolaschools.net)

Activity #4

Title Increasing the number of career related (CTE) certificates earned by Zenith students.

Rationale Research shows that students with greater exposure to CTE are more likely to graduate from high school, enroll in a two-year college, be employed, and earn higher wages.

Intended Outcome During the 2017-2018 school year students at Zenith earned approximately 31 CTE related certificates. Our goal for the 2018-2019 school year is for our students to earn 50 or more CTE related certificates.

Point Person Delilah Phillips (phillide@osceola.k12.fl.us)

Action Step

1. Mrs. O'Dell will hold monthly "Salon Nights" in order to provide students with opportunities to meet the hour requirements needed for their Nail Tech License.

2. Mrs. Quackenbush will work with Mrs. Geraldine Cabrera in the CTE office to ensure that students have the opportunity to meet the hour and skill requirements for the SERVSAFE and/or Safe Staff certificates.

Description

3. Mrs. Bohanan will work with Mr. Ed Rentas at the Information Technology Services Department, to ensure that students have the ability to test for their Adobe Premier Pro certificate.

4. Mrs Warren will continue working with our on-site VPK to give Early Childhood students opportunities to earn hands on and practical learning opportunities to help the students in passing their Introductory DCF Training.

Person Responsible Delilah Phillips (phillide@osceola.k12.fl.us)

Plan to Monitor Effectiveness

1. Mrs. Phillips will meet monthly with the CTE PLC to ensure that students are making satisfactory progress in working towards their certificates

2. Mrs. Phillips will assist Mrs. O'Dell in ensuring that students are earning their required practical hours to earn the Nail License.

Description

3. Mrs. Phillips will work with Mrs. Quackenbush to ensure that the required infrastructure and equipment is in place for students to earn the Culinary CTE certificate.

4. Mrs. Phillips will assist Mrs. Bohanan in ensuring that a formal plan for Adobe Premier Pro testing is in place.

5. Mrs. Phillips will assist Mrs. Warren in ensuring that Early Childhood students are making satisfactory progress through the DCF Introductory Training course.

Person Responsible Frances O'Connor (frances.oconnor@osceolaschools.net)

Activity #5	
Title	Increase access to recreational, arts, and cultural experiences for low-income students and families and increase parent involvement.
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	[no one identified]
Action Step	
	<p>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.</p> <p>2. All staff will regularly encourage parent and student participation in after-school events.</p>
Description	<p>3. Staff will use phone and meeting logs to track parent contact with staff.</p> <p>4. Presenters will ensure that parent events are informative and accessible to families. Bilingual support will be provided for Spanish speaking families.</p> <p>5. Leadership team will ensure that all family engagement events have a chosen coordinator for organization and contact.</p>
Person Responsible	[no one identified]
Plan to Monitor Effectiveness	
	<p>-School Stocktake Model will take place monthly to report progress in this area,</p> <p>-Principals will update Assistance Superintendent of Curriculum during their monthly check-ins.</p>
Description	<p>-Principal will share and update the Chief of Staff and Assistant Superintendents once a quarter on progress in this area of focus.</p> <p>-Quarterly review of all parent and family engagement night activities for attendance and success.</p>
Person Responsible	Robert Studly (robert.studly@osceolaschools.net)

Part IV: Title I Requirements

Additional Title I Requirements

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

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

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

PFEP Link

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

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

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

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

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

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

To support the transition of middle to high school, each comprehensive high school has a College/ Career Specialist paid through a grant with Valencia College to support students in their pursuit of opportunities post-high school. MyCareerShines 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.

We work as a team comprised of the Principal, Assistant Principal, School Counselors (2), Reading Coach, Math Department Chair, ESE Resource Compliance Specialist, Dean(2), School Psychologist and Classroom Teacher to review the data and make decisions as a team, with administrative approval and support. By reviewing the data that consists of academic performance, credit completion in high school, graduation rates, FSA, EOC scores and trends, and STAR results we can determine where there are gaps in progress and cater our programs and teacher support to minimize those gaps. Resource allocation such as Title I funds, ESE funds, and school budget is utilized in programs such as Reading and Math educational support classes for students (Intensive Reading and Math), training for teachers and staff on instructional techniques, test preparation support for students and after-school opportunities that provide the same support and design as the school day programs.

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. MyCareerShine software is used at our high school 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:

\$39,719.62