Reedy Creek Elementary School

2018-19 Schoolwide Improvement Plan

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Reedy Creek Elementary School

5100 EAGLES TRL, Kissimmee, FL 34758

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	78%

School Grades History

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

School Board Approval

This plan is pending approval by the Osceola County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Reedy Creek Elementary School, in alliance with family and community, will provide a positive, safe environment where children will be challenged academically to become lifelong learners and respectful, contributing members of an ever changing, diverse society.

Provide the school's vision statement.

At Reedy Creek we care enough about our students to make sure we meet the individual needs of every student.

School Leadership Team

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

Name	Title
Godin, Timi	Principal
Hennessy, William	Assistant Principal
Sanders, Erica	Instructional Coach
Beahm, Michael	Instructional Coach
Lacey, Jessica	School Counselor
Singh, Kiran	School Counselor
Langley, Ashlee	Instructional Coach

Duties

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

Timi Godin is the Principal and the facilitator and instructional leader of the school. Will Hennessy is the Assistant Principal and assists Mrs.Godin as the instructional leader. He is in charge of organizing stocktakes and the PLC process at Reedy Creek. Erica Sanders is the Reading Coach and is charged with assisting teachers and students in all aspects of literacy achievement. Ashlee Langley is the Math/Science coach and is tasked with assisting teachers and students raise their math and science achievement. The leadership team has monthly stocktake meetings to assess progress in regards to the SIP and to make the necessary adjustments to make sure all goals are met. Leadership team meetings are held weekly to discuss the needs of the students and school. These meetings include the guidance counselors Jessica Lacey and Kiran Singh as well as the interventionists Mike Beahm and Michelle Rodriguez. The guidance team is responsible for monitoring MTSS and PBIS school wide as well as assisting with the social and emotional needs of our students. The interventions work primarily with our Tier 3 students and lowest quartile students to close the achievement gap.

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	38	34	31	32	28	28	0	0	0	0	0	0	0	191
One or more suspensions	0	0	1	0	0	0	0	0	0	0	0	0	0	1
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	1	1	12	0	0	0	0	0	0	0	0	14

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	9	1	1	12	2	0	0	0	0	0	0	0	25

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	2	9	2	1	2	0	0	0	0	0	0	0	0	16
Retained Students: Previous Year(s)	0	11	17	16	26	20	0	0	0	0	0	0	0	90

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	31	29	31	26	27	15	0	0	0	0	0	0	0	159
One or more suspensions	7	3	2	12	12	7	0	0	0	0	0	0	0	43
Course failure in ELA or Math	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	13	34	32	0	0	0	0	0	0	0	79

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	2	1	1	6	11	5	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	31	29	31	26	27	15	0	0	0	0	0	0	0	159
One or more suspensions	7	3	2	12	12	7	0	0	0	0	0	0	0	43
Course failure in ELA or Math	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	13	34	32	0	0	0	0	0	0	0	79

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	2	1	1	6	11	5	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?

Our Science achievement data was our lowest at 37% proficiency. We had been at 50% or higher the previous two years.

Which data component showed the greatest decline from prior year?

Science showed the greatest decline from the prior year. We dropped from 51% to 37% in Science achievement.

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

Our Science data had the biggest gap. Our proficiency in Science was 37% and the state average is 55%.

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

Our ELA Learning gains increased from 52% to 54%.

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

We placed a greater emphasis on small group instruction.

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%	53%	52%	52%
ELA Learning Gains	54%	54%	55%	60%	55%	52%

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Lowest 25th Percentile	47%	46%	48%	60%	50%	46%
Math Achievement	56%	54%	62%	57%	53%	58%
Math Learning Gains	60%	56%	59%	64%	56%	58%
Math Lowest 25th Percentile	49%	42%	47%	64%	49%	46%
Science Achievement	37%	51%	55%	55%	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	38 (31)	34 (29)	31 (31)	32 (26)	28 (27)	28 (15)	191 (159)
One or more suspensions	0 (7)	0 (3)	1 (2)	0 (12)	0 (12)	0 (7)	1 (43)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (1)	0 (0)	0 (0)	0 (1)
Level 1 on statewide assessment	0 (0)	0 (0)	1 (0)	1 (13)	12 (34)	0 (32)	14 (79)

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	49%	51%	-2%	57%	-8%
	2017	50%	53%	-3%	58%	-8%
Same Grade Comparison		-1%				
Cohort Comparison						
04	2018	46%	48%	-2%	56%	-10%
	2017	38%	50%	-12%	56%	-18%
Same Grade Comparison		8%				
Cohort Comparison		-4%				
05	2018	41%	50%	-9%	55%	-14%
	2017	52%	48%	4%	53%	-1%
Same Grade Comparison		-11%				
Cohort Comparison		3%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	49%	51%	-2%	62%	-13%
	2017	51%	56%	-5%	62%	-11%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2018	57%	53%	4%	62%	-5%
	2017	54%	55%	-1%	64%	-10%

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
Same Grade Comparison		3%				
Cohort Comparison		6%				
05	2018	50%	52%	-2%	61%	-11%
	2017	47%	49%	-2%	57%	-10%
Same Grade Comparison		3%				
Cohort Comparison		-4%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2018	32%	49%	-17%	55%	-23%
	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	37	53	36	39	68	58	48				
ELL	44	56	51	49	67	65	27				
ASN	60			80							
BLK	40	48		43	43		21				
HSP	48	54	49	54	60	52	33				
MUL	63	45		63	64						
WHT	59	60	42	62	67	53	53				
FRL	47	50	45	53	58	50	33				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2015-16**	**C & C Accel 2015-16**
SWD	9	41	35	26	56	57	18				
ELL	44	52	61	55	64	64	30				
BLK	48	45		42	40		36				
HSP	50	51	60	57	64	57	44				
MUL	64			73							
WHT	53	56	36	64	68	50	72				
FRL	47	51	52	56	61	57	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	We will strengthen our schoolwide science instruction with the implementation of the new science curriculum and support our teachers to gain stronger content knowledge and increase proficiency on the 2018-19 FCAT.
Rationale	Our science achievement dropped from 51% in 2016-2017 to 37% 2017-18.
Intended Outcome	Our goal is to show at least a 50% proficiency on the FCAT Science assessment for the 2018-2019 school year.
Point Person	Ashlee Langley (ashlee.langley@osceolaschools.net)

Action Step	
Description	We will implement school-wide initiatives that we believe will impact our students and our student achievement. We will accomplish this by increasing the usage of informational text based on Science standards. Beginning in September and October, we will implement WICOR Wednesdays and House of Science. • At the beginning of the school year each teacher will be given a leveled library to integrate Science within ELA instruction and align content. • The Reading Coach and the Math/Science Coach will offer professional development training to teachers in using effective strategies for this integration. • Teachers will follow the monthly pacing curriculum guide to determine the reading content that will be aligned with the science standard. • We will implement school wide inquiry based Wednesdays, also known as WICOR Wednesday that will provide students the opportunity to engage in hands-on activities that focus on science standards with an emphasis on ELA strategies. (This will begin in August and occur throughout the school year.) • We will revisit and strengthen our House of Science program that focuses on test-taking strategies and science standards aimed at improving science proficiency. • Science interventions will also be implemented throughout the year based on our data. • Our ELL Task Force team will assist in providing instructional strategies and important data analysis of our ELL students to help boost achievement levels. • Professional Development will be offered by our instructional coaches quarterly in the Media Center. • Additionally, training will be offered through the District on October 29th and December 13th.
Person Responsible	Ashlee Langley (ashlee.langley@osceolaschools.net)

Plan to Monitor Effectiveness	
Description	Benchmark assessments will be used for pre, mid and post assessments for FCAT predicted proficiency. The new science curriculum will be integrated into reading and mastery of standards will be tracked by each teacher. During Stocktake meetings, the science data will be analyzed and support for growth with action plans will be given to all grade levels to ensure a focus on science instruction. In the primary grades, our math/science coach will work with our teams during PLC's to create supportive hands on instruction aligning with the new curriculum. School stocktake meetings will take place monthly to report progress to the principal on this area of focus. Principal will update

Assistant Superintendent of Curriculum during their monthly check-ins. Principal will share and update the Chief of Staff and Assistant Superintendents once a quarter on progress of this area of focus through the stocktake model.

Person Responsible	William Hennessy (william.hennessy@osceolaschools.net)

Activity #2	
Title	We will provide high level learning opportunities for all students in the area of ELA and increase learning gains on the 2018-19 FSA.
Rationale	Our ELA learning gains were at 54% on the 2017-2018 FSA.
Intended Outcome	Our goal is to increase leaning gains in ELA by 4% or more for the 2018-19 school year.
Point Person	Erica Sanders (erica.sanders@osceolaschools.net)

Action Step	
Description	Standards mastery sheets will be used by teachers for each student and continuously monitored by the leadership team. • Additionally, guided reading strategies will be used school wide to ensure high levels of learning in reading. Guided reading professional development will be offered on October 15th for grades K-2 and November 6th for grades 3-5. Teachers will build running records and submit documentation to the Reading coach on a monthly basis. • Our reading coach will implement coaching cycles with our ELA teachers to ensure best practices are being utilized. • Third grade teachers will be monitored weekly for portfolio completion. Portfolios will be tracked weekly using a data wall and Focus input. Our reading coach will implement ongoing support for mini-lessons throughout the school year. • Our ELL Task Force team will assist in providing instructional strategies and important data analysis of our ELL students to help boost achievement levels. ELLevation professional development will be offered to support teachers with ELL accommodations and ensure proper learning paths.
Person Responsible	Erica Sanders (erica.sanders@osceolaschools.net)

Plan to Monitor Effectiveness	
Description	CFA and iReady data will be used to monitor proficiency in ELA. CFAs will consist of district test item bank questions and iReady and LAFS will consists of independent assessments. During Stocktake meetings, the ELA data will be analyzed with the purpose of providing support for growth with action plans. These action plans will be given to all grade levels to ensure a focus on high levels of ELA instruction. School Stocktake meetings will take place monthly to report progress to the principal on this area of focus. The principal will update Assistant Superintendent of Curriculum during their monthly check-ins. The principal will share and update the Chief of Staff and Assistant Superintendents quarterly on progress of this area of focus through the Stocktake Model.
Person Responsible	William Hennessy (william.hennessy@osceolaschools.net)

Activity #3	
Title	We will provide high level learning opportunities for all students in the area of Math and increase learning gains on the 2018-19 FSA.
Rationale	Our math learning gains in 2017-18 were at 60%. Our goal is to increase those learning gains by 4%.
Intended Outcome	Our goal is to increase those learning gains by 4%.
Point Person	Ashlee Langley (ashlee.langley@osceolaschools.net)

Action Step	
Description	TenMarks will be used in grades 4-5 to increase math proficiency. TenMarks professional development will be offered by Reedy Creek Elementary on October 15th. • Standards mastery sheets will be used by teachers to continuously monitor and track student growth in our Essential Standards with the use of formative assessments. The leadership team will monitor student growth during PLCs. • Additionally, facilitative math will be used school wide to ensure high levels of learning in mathematics. The math instructional coach will monitor best instructional strategies throughout the school year and provide feedback and support to teachers during PLC meetings. • Our Math coach will be implementing coaching cycles with our math teachers to ensure best practices are being utilized. • Our ELL Task Force team will assist in providing instructional strategies and important data analysis of our ELL students to help boost achievement levels. ECS will model best ELL instructional strategies on a monthly basis for teachers who need support.
Person Responsible	Ashlee Langley (ashlee.langley@osceolaschools.net)

Plan to Monitor Effectiveness	
Description	CFA, iReady data will be used to monitor proficiency in Math. CFAs will consist of math formatives assessments from CPALMS, Ten Marks (4th and 5th), and iReady toolbox, district common formatives and test item bank questions. During Stocktake meetings, the Math data will be analyzed and support for growth with action plans will be given to all grade levels to ensure a focus on high levels of math instruction. School stocktake meetings will take place monthly to report progress to the principal on this area of focus. Principal will update Assistant Superintendent of Curriculum during their monthly check-ins. Principal will share and update the Chief of Staff and Assistant Superintendents once a quarter on progress of this area of focus through the stocktake model.
Person Responsible	William Hennessy (william.hennessy@osceolaschools.net)

Activity #4	
Title	We will continue to strengthen our PLC process and monitor the tracking of standards, common assessments and data to assure we meet the needs of all students.
Rationale	Strengthening our PLC culture will keep our teams focused on student achievement and learning. Planning common assessments and looking at the data to inform our instruction will undoubtedly lead to growth in our students.
Intended Outcome	By the end of the 2018-19 school year, our goal is for each one of our PLC teams to be at a level 5 or higher on the seven stages rubric.
Point Person	William Hennessy (william.hennessy@osceolaschools.net)
Action Step	
Description	PLC teams will choose essential standards to build their SMART goals around to ensure a guaranteed and viable curriculum. • PLC teams will develop and utilize common assessments to drive instruction in their classrooms. Essential standard mastery will be monitored weekly via standards tracking sheets for each student. Our PLC leads will attend district professional developments and provide grade level teams with feedback and information. • Our ELL Task Force team will assist in providing instructional strategies and important data analysis of our ELL students to help boost achievement levels.
Person Responsible	William Hennessy (william.hennessy@osceolaschools.net)
Plan to Monitor Effectiveness	
Description	Each PLC team will have a leadership team member assigned for support. PLC teams will keep a binder that includes norms, CFA data, SMART goals, sample student work and other pertinent PLC items. PLCs will meet together in a unified area to ensure support is available when needed. CFA data will be turned into administration quarterly. School stocktake meetings will take place monthly to report progress to the principal on this area of focus. Principal will update Assistant Superintendent of Curriculum during their monthly check-ins. Principal will share and update the Chief of Staff and Assistant Superintendents once a quarter on progress of this area of focus through the stocktake model.
Person Responsible	William Hennessy (william.hennessy@osceolaschools.net)

Activity #5	
Title	We will implement a standards based MTSS intervention program and support T2 and T3 instruction so that our students in the lower quartile increase their learning gains and proficiency on the FSA for the 2018-2019 school year.
Rationale	We will base the MTSS interventions we use off of the standard. Skills and targets will be taught leading to learning progression within the standard. Our school wide intervention SOARS time will move from a skill based intervention program to a standards based intervention program.
Intended Outcome	Establishing an MTSS program that identifies students who need support and increases our FSA ELA and Math lowest quartile gains by 4%.
Point Person	Kiran Singh (singhkir@osceola.k12.fl.us)
Action Step	
Description	PLC teams will analyze data produced from the essential standards and common formative assessments to track and monitor student growth. Our PLC leads will attend district professional development and provide grade level teams with feedback and information. • Academic coaches will support grade level teams and PLC teams in the creation and implementation of reteaching strategies and develop scaffolded interventions aimed at improving proficiency in standards. • The leadership team will develop specific standards based materials that will be used for Tier 2 and Tier 3. • Our ELL Task Force team will assist in providing instructional strategies and important data analysis of our ELL students to help boost achievement levels.
Person Responsible	William Hennessy (william.hennessy@osceolaschools.net)
Plan to Monitor Effectiveness	
Description	We will revisit our interventions after looking at data submitted by each grade level team. Standards mastery tracking sheets will be used to see how many students are progressing.We will included an MTSS PLC within our six required PLC meetings to ensure MTSS is implemented effectively. School stocktake meetings will take place monthly to report progress to the principal on this area of focus. Principal will update Assistant Superintendent of Curriculum during their monthly check-ins. Principal will share and update the Chief of Staff and Assistant Superintendents once a quarter on progress of this area of focus through the stocktake model.
Person Responsible	William Hennessy (william.hennessy@osceolaschools.net)

Activity #6	
Title	Strengthen the process of identifying student needs and providing the appropriate interventions.
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	William Hennessy (william.hennessy@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	William Hennessy (william.hennessy@osceolaschools.net)
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	William Hennessy (william.hennessy@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 our Parent and 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 training provided by the school. The school uses the notes from 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 and Supports (PBIS) and Restorative Practice trainings have been scheduled through the use of Title IV funds. The school district has also added 13 district social worker positions and 2 psychologist positions to support the socio-emotional needs of students.

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

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

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

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

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

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

Each week our MTSS Coach and the Problem Solving Team reviews students in specified tiers, teachers concerns and new data when it is gained. Based on data we adjust the tier intervention, add more students into the MTSS process, progress monitor students who are being successful or determine if there needs to be a change school wide, classroom and or small groups. This is done through PLCS, LLT team meetings, PST team meetings, and Leadership team meetings. Our K-2 and 3-5 Interventionists service the needs of our Tier 3 students in Reading and Math. Our ELL Task Force team will assist in providing instructional strategies and important data analysis of our ELL students to help boost achievement levels.

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:	**$46,595.00**