

Duval County Public Schools

Ortega Elementary School



2019-20 Schoolwide Improvement Plan

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Ortega Elementary School

4010 BALTIC ST, Jacksonville, FL 32210

<http://www.duvalschools.org/ortega>

Demographics

Principal: Shannon Rose Hammond

Start Date for this Principal: 7/1/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (64%) 2017-18: C (52%) 2016-17: C (51%) 2015-16: C (43%) 2014-15: B (54%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Duval County School Board on 10/1/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	71%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	A	C	C	C

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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.

Mission Statement: Ortega Museum Magnet partners with area museums to provide hands-on, minds-on learning experiences for students to examine their world, explore their strengths and exhibit their knowledge.

Provide the school's vision statement.

Vision Statement: Be a learning community where highly qualified staff, committed students, supportive families, and a community of partnerships work together to create a positive school culture meeting the needs of ALL students.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Rose-Hamann, Shannon	Principal	
Carter, Cassandra	School Counselor	
Harper, Terry	Assistant Principal	
Noll, Mary	Instructional Coach	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	62	62	60	57	60	0	0	0	0	0	0	0	301
Attendance below 90 percent	0	17	12	14	14	12	0	0	0	0	0	0	0	69
One or more suspensions	0	11	1	1	5	1	0	0	0	0	0	0	0	19
Course failure in ELA or Math	0	5	1	0	0	0	0	0	0	0	0	0	0	6
Level 1 on statewide assessment	0	0	0	0	7	10	0	0	0	0	0	0	0	17
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	0	0	4	4	9	0	0	0	0	0	0	0	19

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	1	4	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

16

Date this data was collected or last updated

Wednesday 7/31/2019

Prior Year - As Reported

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

Indicator	Grade Level													Total
Attendance below 90 percent														
One or more suspensions														
Course failure in ELA or Math														
Level 1 on statewide assessment														

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
Students with two or more indicators														

Prior Year - 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	11	14	13	11	10	0	0	0	0	0	0	0	59
One or more suspensions	0	3	3	8	10	9	0	0	0	0	0	0	0	33
Course failure in ELA or Math	0	2	2	0	3	0	0	0	0	0	0	0	0	7
Level 1 on statewide assessment	0	0	0	0	19	21	0	0	0	0	0	0	0	40

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	2	1	4	5	6	0	0	0	0	0	0	0	18

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	52%	50%	57%	50%	49%	55%
ELA Learning Gains	55%	56%	58%	58%	56%	57%
ELA Lowest 25th Percentile	60%	50%	53%	40%	54%	52%
Math Achievement	63%	62%	63%	63%	62%	61%
Math Learning Gains	77%	63%	62%	57%	63%	61%
Math Lowest 25th Percentile	71%	52%	51%	28%	54%	51%
Science Achievement	68%	48%	53%	58%	50%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	0 (0)	62 (0)	62 (0)	60 (0)	57 (0)	60 (0)	301 (0)
Attendance below 90 percent	0 ()	17 ()	12 ()	14 ()	14 ()	12 ()	69 (0)
One or more suspensions	0 ()	11 (0)	1 (0)	1 (0)	5 (0)	1 (0)	19 (0)
Course failure in ELA or Math	0 ()	5 (0)	1 (0)	0 (0)	0 (0)	0 (0)	6 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	0 (0)	7 (0)	10 (0)	17 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	44%	51%	-7%	58%	-14%
	2018	46%	50%	-4%	57%	-11%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2019	53%	52%	1%	58%	-5%
	2018	47%	49%	-2%	56%	-9%
Same Grade Comparison		6%				
Cohort Comparison		7%				
05	2019	47%	50%	-3%	56%	-9%
	2018	53%	51%	2%	55%	-2%
Same Grade Comparison		-6%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	44%	61%	-17%	62%	-18%
	2018	56%	59%	-3%	62%	-6%
Same Grade Comparison		-12%				
Cohort Comparison						
04	2019	57%	64%	-7%	64%	-7%
	2018	63%	60%	3%	62%	1%
Same Grade Comparison		-6%				
Cohort Comparison		1%				
05	2019	67%	57%	10%	60%	7%
	2018	58%	61%	-3%	61%	-3%
Same Grade Comparison		9%				
Cohort Comparison		4%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	63%	49%	14%	53%	10%
	2018	63%	56%	7%	55%	8%
Same Grade Comparison		0%				
Cohort Comparison						

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	23	50	56	53	75	75	50				
ELL	30			30							
BLK	48	68	69	57	77	81	57				
HSP	50	35		55	62		77				
WHT	61	56		75	89		85				
FRL	45	56	65	55	73	74	61				
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	11	31	24	26	34	24	33				
ELL	10			10							
BLK	44	59	33	49	57	19	54				
HSP	49	56	40	55	65		62				
WHT	57	61		80	69		79				
FRL	46	57	38	56	62	29	55				

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	28	39	33	34	39						
BLK	48	57	33	60	55	8	37				
HSP	37	47		47	53						
WHT	57	62		71	60		83				
FRL	45	54	36	58	53	27	63				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	64
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	69
Total Points Earned for the Federal Index	515
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	55
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	43
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	65
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	60
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	73
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	61
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

ELA Achievement showed the lowest performance. 52% of our students were considered proficient while 57% of the state's students were considered proficient. 47% of our fifth graders, 54% of our fourth graders, and 42% of our third graders were proficient. Our third grade group had the lowest proficiency. These students struggled with phonics as well as reading fluency and comprehension, and according to our baseline test 79% of them began the year significantly below grade level. We provided extensive remediation utilizing Leveled Literacy Instruction, LAFS, and targeted small group instruction based on individualized needs. The students showed significant growth according to Achieve 3000 and iReady; however, it was not enough growth for them to perform on grade level. It is important to note that 38% of our third graders were ESE and 33% of our fifth graders were ESE. We have two VE teachers for the school, and each teacher is responsible for servicing students on three different grade levels. We utilized a reading tutor, a reading coach, a parent liaison, our resource teachers (Music/Art/PE), our para-professionals, and our school administrators to provide small group instruction.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

ELA Gains showed the greatest decline from the prior year (from 59-56%). One factor contributing to this is that 100% of our intermediate ELA teachers were new to the grade level, so there was a learning curve to overcome. Furthermore, our priority was improving learning gains for students in the bottom quartile, and we were successful, moving 20 percentage points (from 40-60%). However, several of our high performing students did not make learning gains. In 2019-2020 we will focus on providing enrichment opportunities for our high performing students in order to improve our learning gains.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Compared to the state average our greatest gap was ELA Achievement. 52% of our students were considered proficient while 57% of the state's students were considered proficient. 47% of our fifth graders, 54% of our fourth graders, and 42% of our third graders were proficient. Our third grade group had the lowest proficiency. These students struggled with reading fluency and comprehension.

Which data component showed the most improvement? What new actions did your school take in this area?

The mathematical gains of the lowest performing quartile showed the most improvement. We took several new actions this year to contribute to this improvement. First, we assigned every student in the lowest performing quartile to a school mentor and made it a school goal to improve our teacher-student relationships. Next, we started "Ortega Outreach," a tutoring program held at a nearby apartment complex one Saturday each month. The majority of our students in the lowest performing quartile lived in this apartment complex and they were all invited to Ortega Outreach. Finally, the students in our lowest performing quartile received intensive, small group remediation on a daily basis utilizing differentiated, standards based instruction with frequent progress monitoring. Many staff and faculty members led small groups including the principal, assistant principal, VE teachers, school tutor, parent liaison, and reading coach.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

One area of concern is our English Language learners. Classroom teachers will work closely with our ELL Para to ensure that our ELL students receive differentiated small group instruction each day, work on Imagine Learning for a minimum of 70 minutes weekly. Furthermore, our ELL para will build and maintain strong relationships with these families.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. ELA Gains
2. ELA Achievement
3. ELA LPQ Gains
4. Math Achievement
5. Maintaining our growth in all seven academic categories

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Reading Achievement
Rationale	Our Reading Achievement was 5 percentage points below the state average. Our students must be proficient readers in order to excel in other subjects and to eventually be prepared for success in college or a career, and life.
State the measurable outcome the school plans to achieve	We plan to increase our Reading Achievement to 55 percent. If we implement rigorous, differentiated, data driven instruction in every classroom, then our proficiency, learning gains, and bottom quartile learning gains will improve in all academic areas.
Person responsible for monitoring outcome	Mary Noll (nollm@duvalschools.org)
Evidence-based Strategy	<p>A Reading Coach position will be used to design, monitor and assess reading achievement progress as well as provide professional development and coaching for teachers.</p> <p>A tutor will work for five hours each day to provide remediation for students.</p> <p>A part-time para will also provide reading remediation for students.</p> <p>A parent liaison will be hired to maintain strong relationships with families and stakeholders and to work with community, business and faith-based partners to secure resources and mentors for students which will transfer to an increase in students' reading proficiency.</p> <p>All K-2 students will implement Reading Mastery with fidelity.</p> <p>LLI will be utilized with select students in grades K-5.</p> <p>Materials will be purchased and utilized to support students for tutoring. Materials include but are not limited to LLI kits, series books, scholastic books, and novel sets.</p>
Rationale for Evidence-based Strategy	According to iReady Spring 2019 data, 56% of kindergarten students are proficient in reading, 57% of first graders are proficient in reading, and 27% of second graders are proficient in reading. We must improve our reading proficiency. This will require intensive remediation and effective intervention implementation in all grades levels. Reading Mastery and LLI will be used in grades K-2 and LLI and LAFS will be utilized in grades 3-5.
Action Step	
Description	<ol style="list-style-type: none"> 1. The Reading Coach will monitor and assess reading achievement progress as well as provide professional development and coaching for teachers. 3. All K-2 students will receive differentiated instruction through Reading Mastery. 4. A tutor will work with small groups of students to implement interventions and provide reading remediation. 5. A part-time para will work with small groups of students to implement interventions and provide reading remediation. 6. Students in grades 3-5 will participate in a reading competition centered on the Sunshine State Young Readers books. 7. Classroom libraries will be well-utilized and well-organized to provide appealing, interesting, and appropriate books for students with easy access. 8. Students will participate in Data Chats to set reading goals for their blended learning work. 9. The school Instructional Committee will plan and provide highly engaging and effective reading strategies and activities for classroom implementation during monthly staff meetings. 10. Students will be given books for reading and keeping at home that are on their level.

11. Teachers will collaboratively plan core reading instruction during weekly Common Planning meetings with a focus on standards-based reading and tasks.
12. Students will read grade-level fluency passages weekly both in school and at home and teachers will monitor student progress and provide additional support as needed.

Person Responsible [no one identified]

#2

Title

Rationale

State the measurable outcome the school plans to achieve

Person responsible for monitoring outcome [no one identified]

Evidence-based Strategy

Rationale for Evidence-based Strategy

Action Step

Description

- 1.
- 2.
- 3.
- 4.
- 5.

Person Responsible [no one identified]

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

We will also prioritize student learning gains and lowest performing quartile learning gains in both reading and math, school safety, stakeholder relationships, and our school climate. Interactive monitors will be needed to increase student engagement and improve the delivery of instruction.

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 Schoolwide Improvement Plan 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.

Ortega Elementary is a Museum Magnet, which means that we partner with area museums to give our students a hands-on, minds-on learning experience. All students visit at least one museum during the school year, and twice per year we transform our school into a museum and invite parents, families, and other community stakeholders to attend. In addition to our Museum Exhibit Nights, we host several family involvement events including Muffins with Moms, Donuts with Dads, Literacy Night, Math and Science Night, Orientation, Open House, and conferences. Furthermore, we hold a "First Friday Flag

Raising" each month which gives us an opportunity to come together and celebrate as a community. We recognize all students' birthdays, celebrate students who are exhibiting our character trait of month, and distribute various awards during our flag raising ceremonies. We also have active an SAC and PTA to work on our SIP as well as fulfill our mission and support student needs. Our parent liaison works hard to build and maintain strong, positive relationships with our families as well as our business, community, and faith-based partners. Our student Music Club/Steel Drum Band performs for various engagements around the community including Christmas in Avondale, Porchfest in Springfield, Jacksonville's MLK Parade, and more.

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.

Our school counselor meets with all classes every other week to teach lessons related to social-emotional health including coping skills, conflict resolution, friendship, goal-setting and decision making, appreciating differences and self-esteem. She provides Tier 2 and Tier 3 interventions as needed.

Our classroom teachers utilize Sanford Harmony, which helps improve relationships, teaches empathy, increases student confidence and reduces bullying.

The students in the lowest performing quartiles are partnered with school mentors.

As a school, we focus on building strong teacher-student relationships.

Some of our interventions include S.N.A.P. (Stop Now And Plan), Restorative Justice, Lunch Bunch, and conflict resolution groups.

Our school therapist provides counseling sessions for her students on a weekly basis and stays in communication with their families as well. She also provides Tier 2 and Tier 3 interventions as needed.

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

We invite area preschools to tour Ortega, hold a kindergarten screening in the summer, and host a school orientation prior to the first day of school. We promote these events in our parent newsletter as well as phone blasts and School Messenger texts. During these events we share information about school policies and procedures, behavior and academic expectations, Florida Standards, breakfast, lunch, arrival, dismissal, etc.

In May or June, we have Moving On Up Day. All students have the opportunity to spend a portion of the day in the next grade level. This gets them prepared for the next grade level and allows them to get to know the next grade level's teachers and expectations. Nearby middle schools attend Moving On Up Day to speak to our fifth graders. This helps ensure our fifth graders are prepared for the transition to middle school. Fifth graders are also invited to orientation during the summer. We also invite our area middle schools to set up a booth during our Literacy Night and Math/Science Night. This gives parents an opportunity to informally visit with middle school administration, ask questions, and learn about the schools.

Furthermore, all families are encouraged to attend the School Choice Expo each January. This event gives families the opportunity to learn about other schools and is especially informative for our fifth grade parents.

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 follow the Title One guidelines to provide resources to students and families.

We use the school allocation model for personnel and instructional positions.

Our parent liaison builds strong connections and relationships with our local families, businesses, and community partners. We meet with each partner several times each year to set goals.

Ortega is a Museum Magnet; therefore, we have a partnership with several area museums.

Our school guidance counselor also reaches out to community and business partners to support our students. The S.N.A.P. in schools program meet for ten weeks with students and is geared toward making positive choices.

NSBE, along with local military commands, and JSO have volunteered time to share their career and mentor students. Our school social worker along with the giving closet has supplied families in crisis with clothing and housing resources.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

The school counselor organizes a school-wide career day. Members of local businesses and professional organizations offer their time to share career information with students in all grade levels.

Students choose a career that interests them on our blended learning platform (Achieve 3000) and read about the reading level expectations for that particular career path. This helps them to set goals.

During national college week students are given the opportunity to take career interest tests.

Open discussions are held about going to college and entering the workforce.

Ortega is a Museum Magnet and partners closely with area museums as well as several business and community partners.

Ortega received the Five Star School Award for showing evidence of exemplary community involvement.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Reading Achievement	\$0.00
2	III.A.	Areas of Focus:	\$0.00
Total:			\$0.00