Oasis Residential Center

2019-20 Schoolwide Improvement Plan

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Oasis Residential Center

5970 S ORANGE BLOSSOM TRAIL, Intercession City, FL 33848

www.osceolaschools.net

Demographics

Principal: Karen Combs

Start Date for this Principal: 8/9/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 7-12
Primary Service Type (per MSID File)	Alternative Education
2018-19 Title I School	No
2018-19 Economically **Disadvantaged (FRL) Rate** (as reported on Survey 3)	8%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

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 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)
High School 7-12	No	%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
Alternative Education	No	%

School Grades History

Year

Grade

School Board Approval

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SIP Authority

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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.

The mission of the Oasis Residential Center Education Department is, in concert with the facility and therapy, to provide education as a rehabilitation tool in order to allow students to achieve both academic and personal success.

Provide the school's vision statement.

To inspire and empower students to achieve both academic and personal success.

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
Combs, Karen	Principal	Principal: Responsible for the overall development and implementation of the school improvement plan. Accountable for the overall performance of students while in our care.
Stefanowicz, Melanie	Other	CTE, Alternative program oversight.
Miller, Kimberly	Assistant Principal	Provide day to day support to teachers to ensure the improvement goals of the School Improvement plan are being executed with fidelity. Accountable for monthly communication and canalization of student performance indicators. They will ensure that each student has a graduation progression plan completed as well as ensuring that the building level educators know and are aware of the student's plans and goals.

Early Warning Systems

Current Year

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	0	0	0	4	5	9	2	20
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	3	1	3	0	7

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	0	0	0	0	0	0	0	0	1	0	0	1	2

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	2	0	0	1	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	0	0	0	1

FTE units allocated to school (total number of teacher units)
2

Date this data was collected or last updated
Thursday 8/15/2019

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	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	1	2	3	1	7
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	3	1	3	0	7

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	0	0	0	0	0	0	0	0	1	0	0	1	2

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	0%	57%	56%	0%	57%	53%
ELA Learning Gains	0%	48%	51%	0%	47%	49%
ELA Lowest 25th Percentile	0%	43%	42%	0%	41%	41%
Math Achievement	0%	46%	51%	0%	44%	49%
Math Learning Gains	0%	41%	48%	0%	42%	44%
Math Lowest 25th Percentile	0%	46%	45%	0%	38%	39%
Science Achievement	0%	69%	68%	0%	71%	65%
Social Studies Achievement	0%	70%	73%	0%	70%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	7	**8**	**9**	**10**	**11**	**12**	
Number of students enrolled	0 (0)	0 (0)	4 (0)	5 (0)	9 (0)	2 (0)	20 (0)
Attendance below 90 percent	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 (0)
One or more suspensions	0 (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)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	3 (0)	1 (0)	3 (0)	0 (0)	7 (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
07	2019	0%	47%	-47%	52%	-52%
	2018	0%	46%	-46%	51%	-51%
Same Grade Comparison		0%				
Cohort Comparison						
08	2019	0%	49%	-49%	56%	-56%
	2018	0%	52%	-52%	58%	-58%
Same Grade Comparison		0%				
Cohort Comparison		0%				
09	2019	0%	47%	-47%	55%	-55%
	2018	0%	47%	-47%	53%	-53%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		0%				
Cohort Comparison		0%				
10	2019	0%	47%	-47%	53%	-53%
	2018	0%	49%	-49%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2019					
	2018					
Cohort Comparison						
08	2019					
	2018	0%	43%	-43%	45%	-45%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019					
	2018	0%	42%	-42%	50%	-50%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	62%	-62%	67%	-67%
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	62%	-62%	70%	-70%
2018	0%	61%	-61%	68%	-68%
Compare		0%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	49%	-49%	61%	-61%
2018	0%	52%	-52%	62%	-62%
Compare		0%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	44%	-44%	57%	-57%
2018	0%	39%	-39%	56%	-56%
Compare		0%			

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
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

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)	CS&I
OVERALL Federal Index – All Students	0
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	0
Total Components for the Federal Index	1
Percent Tested	
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	N/A
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.

Our cohort graduation rate along with our EOC scores show low performance. Many of our students only stay not more than 90 days, so it is challenging to catch students up along with ensuring they pass their EOC's.

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

Our graduation rate needs improvement. This cohort stayed longer than most, and when transitioned back to their buildings, did not graduate with their graduation cohort.

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.

Our EOCs need intervention. Our students need substantial remediation as well as review prior to taking EOC's. Last year not all eligible students were not given the EOC, so we need to ensure that all eligible students are remediated and tested.

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

We have many students who did well on their EOC's, but not necessarily at our facility. We would like to track this information to help us plan for the future.

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

We need to work on ensuring our students feel confident in the course curriculum in order to be able to pass the test.
Our students need to be placed in the correct classes and be given time to recover lost credits while placed in our school.

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

1. Analyze student transcripts and ensure students are placed in the correct classes for graduation success.
2. Ensure students have maximum time and strategies to learn and understand EOC material and experience success on EOC tests, both language arts and Algebra I

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Language Arts Student Performance
Rationale	Students at the Oasis Residential Center often struggle with academic skills including language arts skills as evidenced by FSA passage rates.

State the measurable outcome the school plans to achieve	Based on a stay of 120 days or more, Oasis will improve students scoring at a level 3 or higher on the FSA by 10% from 2018-19 to 2019-20 by 10% or a measurable increase.
Person responsible for monitoring outcome	Karen Combs (karen.combs@osceolaschools.net)
Evidence-based Strategy	Oasis will use academic personalization for each student in combination with 1:1 technology digital content and data based decision making in order to ensure each student is receiving instruction that is pertinent and at their level. Progress towards graduation will be shared with all stakeholders at semester, or after classes are completed. Graduation plans will be reviewed by students, guidance, and administration to ensure that students are making adequate progress each semester towards graduation.
Rationale for Evidence-based Strategy	Oasis is a small campus, limited by the confines of a restricted facility, however, our supportive district has ensured robust online learning resources and technology in order for teachers to complement the students instruction with blended learning.

Action Step	
Description	1. Students will receive a credit check and academic counseling from the guidance counselor upon entry, and updated after every semester, or more frequently as classes are completed. Administration will maintain copies of the credit check as well as the progress of each student academically. 2. Students will be placed in appropriate classes by the guidance counselor each semester based on the transcript. An administrator will review these each semester to ensure students are placed appropriately and are moving forward in their academic progression of classes. 3. Students will complete their classwork daily in a blended learning environment, assisted by a licensed teacher, monitored by progress in the online class as well as observations by an administrator per school district guidelines. 4. Student progress in their online class will be monitored daily by the teacher and weekly by the guidance counselor and assistant principal. 5. Students will be given personalized review by the classroom teachers prior to the FSA assessment, reviewing standards previously taught prior to the beginning of the window of each assessment.
Person Responsible	Karen Combs (karen.combs@osceolaschools.net)

#2	
Title	Mathematics Student Performance.
Rationale	Students at the Oasis Residential Center often struggle with academic skills including foundational level mathematics skills as evidenced by their Algebra I EOC passage rates.

State the measurable outcome the school plans to achieve	Based on a stay of 120 days or more, Oasis will improve eligible students scoring at a level 3 or higher on the Algebra I EOC by 10% from 2018-19 to 2019-20 by 10% or a measurable increase.
Person responsible for monitoring outcome	Karen Combs (karen.combs@osceolaschools.net)
Evidence-based Strategy	Oasis will use academic personalization for each student in combination with 1:1 technology digital content and data based decision making in order to ensure each student is receiving instruction that is pertinent and at their level.Progress towards graduation will be shared with all stakeholders at semester, or after classes are completed. Graduation plans will be reviewed by students, guidance, and administration to ensure that students are making adequate progress each semester towards graduation.
Rationale for Evidence-based Strategy	Oasis is a small campus, limited by the confines of a restricted facility, however, our supportive district has ensured robust online learning resources and technology in order for teachers to complement the students instruction with blended learning.

Action Step	
Description	1. . Students will receive a credit check and academic counseling from the guidance counselor upon entry, and updated after every semester, or more frequently as classes are completed. Administration will maintain copies of the credit check as well as the progress of each student academically. 2. Students will be placed in appropriate classes by the guidance counselor each semester based on the transcript .An administrator will review these each semester to ensure students are placed appropriately and are moving forward in their academic progression of classes. 3. Students will complete their classwork daily in a blended learning environment, assisted by a licensed teacher, monitored by progress in the online class as well as observations by an administrator per school district guidelines. 4. Student progress in their online class will be monitored daily by the teacher and weekly by the guidance counselor and assistant principal. 5. Students will be given personalized review by the classroom teachers prior to the FSA assessment, reviewing standards previously taught prior to the beginning of the window of each assessment
Person Responsible	[no one identified]

#3	
Title	Postsecondary student goals.
Rationale	Because many students have spent time in a variety of educational settings, often for brief periods of time, it is important for students to receive graduation counseling as well as career and academic counseling.
State the measurable outcome the school plans to achieve	Based on a stay of 120 days or more, Oasis will improve eligible students graduating from high school with their cohort by 10% from 2018-19 to 2019-20 by 10% or a measurable increase.
Person responsible for monitoring outcome	Karen Combs (karen.combs@osceolaschools.net)
Evidence-based Strategy	Students will use My Florida Shines career counseling online component encouraging the student to look at interests and set future goals, and as well, students will have semi annual credit check conferences to show progression towards graduation.
Rationale for Evidence-based Strategy	An evidence base exists around the use of technologically supported career development software and this allows robust career development for students to be delivered with minimal district resources.
Action Step	
Description	1. Teachers will receive training ton My Career Shines as part of the all campus professional development plan, as well as training on post secondary AVID strategies that allow students to persevere within the classroom. 2. Students will complete activities within My Career Shines under the direction of the classroom teachers. This will be reviewed by the guidance counselor to ensure that students are able to access this valuable post secondary resource, and they are making the appropriate progress towards completion. 3. Students will receive both career guidance and information regarding credits and credits earned from the guidance counselor twice a year in a personal meeting to go over the graduation plan. Administration will review these plans on each student with a length of stay for the semester. . 4. Eligible students will be monitored by the guidance counselor and classroom teachers to ensure graduation requirement success. Information will be shared monthly with administration by the guidance counselor. 5. Tutoring to students will be given by the campus paraprofessional, if needed, under the direction of the teacher. Tutoring timelines will be reviewed by the guidance counselor and administration monthly.
Person Responsible	Karen Combs (karen.combs@osceolaschools.net)

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).

Oasis will choose to focus on the above three areas of focus.

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.

This is not a Title I school, however this school plans to build positive relationships with parents, families and the community. Students here are placed in a variety of ways, and depending on the therapy they are receiving, families will receive communication from the school in the form of parent/teacher conferences, grade progress and credit progress reports and report cards. We are working with our school community to acquire business partners for sponsorship of graduations, student supplies and experiences etc. One such partner, Cirque de Solei, comes to the facility several times throughout the year to conduct workshops for the students.

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.

The school district has added 13 district social worker positions and 2 psychologist positions to support the socio-emotional needs of students. Second Step intervention kits were distributed to all elementary and K-8 schools for support social-emotional learning environments.
Our district has a one-step referral system for mental health concerns. Through Title IV funding, students are screened by Panorama to determine needs for socio-emotional needs. Middle School Counselors receive training in Suicide Awareness. High School presentations are done to recognize signs of chronic absence and mental illness. A full time social worker is assigned to each high school.

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 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.

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 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, Standards Based Instruction, 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. Students who graduate from Oasis receive a full scholarship to Osceola Technical College.

Part V: Budget

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

1	III.A.	Areas of Focus: Language Arts Student Performance				$866.66
	Function	Object	Budget Focus	Funding Source	FTE	2019-20

	5100	510-Supplies	9020 - Oasis Residential Center	General Fund		$866.66
		Notes: Materials and supplies to support language arts including books, paper, pencils, ink, folders, etc.				
2	**III.A.**	**Areas of Focus: Mathematics Student Performance.**				**$866.66**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	510-Supplies	9020 - Oasis Residential Center	General Fund		$866.66
		Notes: Materials to support mathematics include books, resources, manipulatives, paper, pencils, ink, folders, etc.				
3	**III.A.**	**Areas of Focus: Postsecondary student goals.**				**$866.68**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	510-Supplies	9020 - Oasis Residential Center	General Fund		$866.68
		Notes: materials to support graduation progress including supplies, folders, paper, pencil, stamps, ink, folders, etc.				
					Total:	**$2,600.00**