

School District of Osceola County, FL

Harmony High School



2019-20 Schoolwide Improvement Plan

Table of Contents	
School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	16
Title I Requirements	27
Budget to Support Goals	28

Harmony High School

3601 ARTHUR J GALLAGHER BLVD, Harmony, FL 34771

www.osceolaschools.net

Demographics

Principal: James Hickey

Start Date for this Principal: 7/16/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
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)	47%
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 Asian Students Black/African American Students Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2018-19: B (55%) 2017-18: B (57%) 2016-17: B (58%) 2015-16: C (53%) 2014-15: A (64%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&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 9-12	No	38%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	44%

School Grades History

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

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<https://www.floridacims.org>.

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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.

Harmony High School will make a positive difference in the academic, social, emotional and physical well being of students, staff and community.

Provide the school's vision statement.

Harmony High School will be one of the highest-performing public schools in the state, providing rigorous, high-quality learning opportunities for all students. We will foster excellence and prepare students for college and career success through collaboration, data-based decision-making, and continuous improvement. Our curriculum and instruction will engage all students and allow them to analyze decisions, approach challenges, and celebrate successes; it will be based on research-proven methods and aligned to high academic standards that meet the learning 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
Hickey, James	Principal	Hickey, James: During school Stocktake meetings he holds others accountable for results. He asks tough questions that challenge and support the School, district and state goals. He actively engages in problem-solving with his team.
Carroll, Maria	Assistant Principal	Carroll, Maria: She is responsible for overseeing STEER, new teachers, instructional materials/textbooks, professional development, monitoring the lowest 25%, CTE Tech/Health, threat assessment, discipline, attendance, safety/security, AVID and master calendar. She will report data from the school-wide post-secondary culture focus area to stocktake.
Yontz, Amanda	Assistant Principal	Yontz, Amanda: Stocktake school facilitator. She prepares Principal for meeting, designs agenda, and keeps meeting on task. She is responsible for the action steps and the plan to monitor effectiveness of the focus area of school-wide post-secondary culture for all students. She also is the administrator for MTSS, Social Studies, CTE (Ag., Vet., and Criminal Justice), Testing, and acceleration,
Arscott, George	Assistant Principal	Scheduling, Guidance, Math, Science Arscott, George: He is responsible for the action steps and plan to monitor effectiveness of strengthening the collaborative processes (PLC). He is the administrator over the master schedule, guidance, enrollment, naviance, and FTE.
Whaley, Katherine	Instructional Coach	Reading, ELA Whaley, Katharine: ELA and Social Studies data point person for stocktake meetings. She is the district assessment coordinator/school city facilitator for ELA and social studies and will organize these assessments, track /monitor the data and report to stocktake. In addition, she will organize, track and monitor Khan Academy usage and data. She will will organize and share WICOR strategies that align with the focus of Read, Write, Talk and Solve. Including a plan for school-wide writing program.
Reda, Julie	Dean	MTSS Coach Reda, Julie: Will facilitate CTE Technology PLC's and organize and track data for this area to report to Stocktake. In addition, she will work with Yontz to ensure SIP is complete by the deadlines assigned. She is also our school's MTSS Coach and will report MTSS data to stocktake. She will also assist with social media and school surveys.
Eno, Jason	Dean	Eno, Jason: Will track, monitor and report attendance and discipline data to stocktake.
Glassburn, Michael	Dean	Glassburn, Micheal: STEER data point person for stocktake meetings. He will report, monitor and track STEER data that includes STEER attendance,

Name	Title	Job Duties and Responsibilities
		D/F reports, and schedule and organize STEER along with safety and security drills.
Irizar, Regiena	Instructional Coach	Irizar, Regiena: Math and Science data point person for stocktake meetings. She is the district assessment coordinator/school city facilitator for math and science and will organize these assessments, track /monitor the data and report to stocktake. In addition, she will organize, track and monitor Khan Academy usage and data. She will will organize and share WICOR strategies that align with the focus of Read, Write, Talk and Solve.
Blancett, Kendall	School Counselor	Guidance Counselor point person. He will report and monitor Naviance data and report to stocktake, along with reporting a plan to ensure each counselor meets with each students at least twice a year. This plan will be monitored and reported to stocktake.
Hansen, Eric	Instructional Coach	AP data point person for stocktake meetings. He is the district assessment coordinator/school city facilitator for AP and will organize these assessments, track /monitor the data and report to stocktake. In addition, he will organize and schedule AP mock exams and AP exams (including all AP coordinator duties, ordering exams, monitoring AP classrooms online resources). He will also organize student AP celebrations, AP mentoring program, and AP PD, reporting all data to stocktake for monitoring progress.

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	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	67	66	71	90	294
One or more suspensions	0	0	0	0	0	0	0	0	0	3	3	1	2	9
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	14	7	0	0	21
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	68	93	37	28	226

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	25	17	2	13	57

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	9	2	7	7	25
Students retained two or more times	0	0	0	0	0	0	0	0	0	6	12	3	15	36

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

103

Date this data was collected or last updated

Friday 8/16/2019

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	98	131	135	122	486
One or more suspensions	0	0	0	0	0	0	0	0	0	132	152	62	72	418
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	6	10	0	0	16
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	112	101	63	38	314

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	64	70	40	28	202

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	98	131	135	122	486
One or more suspensions	0	0	0	0	0	0	0	0	0	132	152	62	72	418
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	6	10	0	0	16
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	112	101	63	38	314

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	64	70	40	28	202

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	55%	57%	56%	59%	57%	53%
ELA Learning Gains	45%	48%	51%	53%	47%	49%
ELA Lowest 25th Percentile	36%	43%	42%	49%	41%	41%
Math Achievement	47%	46%	51%	49%	44%	49%
Math Learning Gains	43%	41%	48%	48%	42%	44%
Math Lowest 25th Percentile	47%	46%	45%	37%	38%	39%
Science Achievement	61%	69%	68%	79%	71%	65%
Social Studies Achievement	78%	70%	73%	77%	70%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Attendance below 90 percent	67 (98)	66 (131)	71 (135)	90 (122)	294 (486)
One or more suspensions	3 (132)	3 (152)	1 (62)	2 (72)	9 (418)
Course failure in ELA or Math	14 (6)	7 (10)	0 (0)	0 (0)	21 (16)
Level 1 on statewide assessment	68 (112)	93 (101)	37 (63)	28 (38)	226 (314)

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
09	2019	54%	47%	7%	55%	-1%
	2018	56%	47%	9%	53%	3%
Same Grade Comparison		-2%				
Cohort Comparison						
10	2019	55%	47%	8%	53%	2%
	2018	57%	49%	8%	53%	4%
Same Grade Comparison		-2%				
Cohort Comparison		-1%				

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

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	61%	62%	-1%	67%	-6%
2018	74%	68%	6%	65%	9%
Compare		-13%			

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	78%	62%	16%	70%	8%
2018	73%	61%	12%	68%	5%
Compare		5%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	33%	49%	-16%	61%	-28%
2018	45%	52%	-7%	62%	-17%
Compare		-12%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	53%	44%	9%	57%	-4%
2018	39%	39%	0%	56%	-17%
Compare		14%			

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	19	32	31	28	33	33	44	43		92	7
ELL	29	42	36	26	39	44	53	47		95	35
ASN	76	52		70			91	64			

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
BLK	50	40		25	35		50	67		92	38
HSP	46	40	35	42	44	47	60	67		99	33
MUL	56	41		59	38		54	83		93	64
WHT	59	49	38	51	43	47	62	87		95	45
FRL	46	45	45	43	42	44	63	74		96	31
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	32	44	46	34	34	29	38	47		73	12
ELL	20	45	54	31	41	44	48	31		82	32
ASN	84	72		60	47		93			82	50
BLK	49	53	54	40	37	25	70	67		96	26
HSP	53	53	63	39	34	35	72	68		88	40
MUL	63	56		35	32		68				
WHT	61	52	49	47	39	38	81	83		93	43
FRL	50	50	53	39	37	40	73	68		88	30
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	23	36	31	26	44	41	46	61		66	28
ELL	30	56	57	29	55	63	71	53		77	39
ASN	73	55		61	56						
BLK	42	41	41	38	42	35	56	71		74	18
HSP	55	54	53	42	44	36	74	68		89	42
MUL	65	50		45	44					92	73
WHT	62	53	46	55	50	37	82	82		90	40
FRL	48	48	50	40	44	33	69	70		84	37

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)	TS&I
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	60
Total Points Earned for the Federal Index	610
Total Components for the Federal Index	11
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	46
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	71
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	50
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	52
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	61
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	

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	58
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	53
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.

The data component showing the lowest performance is Algebra 1 at 33% compared to the state average 61% and the district average 49%. This is a deficient trend over the last two years. 2018 data shows Algebra 1 at 45%, the state average at 60% and the district average at 52%.

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

Biology had the most significant decline from 2017 at 74% to 2018 at 61% which is a -13% deficit. We attributed this to the change in the biology curriculum that took place at the State level and anticipate it to rise in the 2019-2020 school year.

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.

Mathematics FSA Achievement had the largest gap at -11% with our student achievement at 47% and the State average is at 58%. The students were placed in STEER time prior to testing in April 2018 for RTI with their teachers to try to improve the state scores on the Alg 1 FSA for this year.

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

Geometry had the largest academic gain at 14% from the 2017 school year. The state recorded 52% achievement and the students at Harmony scored 54% which is a 2% increase. We attribute this increase to structured PLCs, curriculum alignment based on standards, formative and summative assessments.

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

1. Math Achievement had the greatest gap with -11%; this gap was because we did not focus on identifying and focusing on remediation for the students.
2. ELA achievement and gains - due to teacher turnover and retention was an issue and lack of fidelity with STEER time, RTI was not followed and District Assessments were not utilized in the English class, lack of Data to drive instruction, classroom management was an issue due to lack of rigor.

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

1. Ensure high levels of learning for all students in literacy
2. Ensure high levels of math achievement for all students
3. Ensure high levels of science achievement
4. Ensure a school wide post-secondary culture for all students and high levels of learning for all students in College and Career Acceleration
5. Strengthen collaborative process where learning needs of all students are met (with a PLC action plan embedded with action steps and monitoring)

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Ensuring high levels of mathematics achievement for all students
Rationale	Mathematics Achievement in 2019 was at 47% compared to the state percentage of 51%. Mathematics Learning gains was 43% compared to the State percentage of 48%.
State the measurable outcome the school plans to achieve	Mathematics Learning Gains will increase to 48% on the 2019/2020 FSA EOC. Our overall Mathematics Achievement will continue to grow and reach 51% in the 2019-2020 school year.
Person responsible for monitoring outcome	Regiena Irizar (regiena.irizar@osceolaschools.net)
Evidence-based Strategy	<p>Teachers will utilize PLC time for common unit building and planning. ALG 1 students that have not passed the FSA will be placed in Lib Arts Math. Students that are the lowest 25% are placed in a double block Alg class that includes Intensive math and a team teaching environment. ELL students will have an additional push in to the class as well.</p> <p>Focus on instruction with emphasis on common planning, district and formative assessment data, the utilization of district adoptive materials, scales, and planning resources will ensure progress. Lead teachers will complete a book study on The Essentials for Standards Driven Classrooms. The essentials identified in the book study will be taken back to PLC by lead teachers to discuss and incorporate during planning. In addition, our school wide WICOR implementation will continue and be supported by 8 scheduled trainings throughout the school year. Teachers will monitor data regularly to identify students needing remedial support and intervention through our Rti process (STEER). In addition, district formative assessment data will be regularly monitored for identifying teachers needing support through instructional coaching. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus. Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check-in, on progress of the Area of Focus through the School Stocktake Model.</p> <p>The focus on instruction with emphasis on common planning, district and formative assessment data, the utilization of district adoptive materials, scales, and planning resources will ensure progress and improved instruction. Lead teachers will complete a book study on "The Essentials for Standards Driven Classrooms". The essentials identified in the book study will be taken back to PLC by lead teachers to discuss and incorporate during planning. Again, this will improve instruction with in the classroom. In addition, our school wide WICOR implementation will continue and be supported by 8 scheduled trainings throughout the school year. The WICOR professional development will support the district's focus of Read, Write, Talk, Solve. Monitoring data regularly to identify students needing remedial support and intervention through our Rti process (STEER). This will provide additional supports for students needing interventions. In addition, district formative assessment data will be regularly monitored for identifying teachers needing support through instructional coaching. Coaches will identify teachers quarterly by district formative assessment data and provide a plan to support that teacher to improve instruction. School Stocktake will take place monthly to report progress to the Principal on the Areas of Focus. Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check-in on progress of the Area of Focus through the School Stocktake Model. The stocktake process is crucial. It allows the administrative team to not</p>
Rationale for Evidence-based Strategy	

only identify goals based on the improvement plan and district plan, it also allows them to monitor progress, create next steps, modify plans and rate progress. This process will lead our team to success.

Action Step

- *Monitor utilization of Read, Write, Talk, Solve (WICOR)
- *Monitor district adopted materials
- *Plan for utilization of district assessments
- *Plan to ensure level 2 GEO student receive remediation for ALG EOC during steer

Description

1. Once an assessment has been taken, teachers will determine individual student needs based on errors made. Students will then receive interventions based on those errors to clarify any misconceptions about a particular strategy used.
2. Teachers will track student data by Standard - After a standard has been assessed, teachers will place student scores in the tracker. Teachers will provide interventions as needed and reassess students to monitor their learning.
3. Teachers will bring student evidence to each PLC, analyze data and assess which strategies work best for each content area and for each student. The PLC Facilitator and leadership team will monitor this by walk-through and individual meetings with PLCs.
4. Monitor and Support - During PLCs teachers will continue to view student data and determine appropriate next steps based on individual student needs.
- Student Self-Tracking - Students will track their own learning through teacher provided success criteria.
5. Teachers will provide individual student data chats, while working with students to set goals for themselves, which will be monitored with subsequent data chats.
6. The Math Coach will provide professional development sessions to teachers as they request it and the need arises. The Leadership Team will determine areas of need through observation and data. Development sessions are data driven based off of data collected through Leadership Walks, Stocktake Meetings, Coaching for Implementation and Rigor Walks and District Learning Cycle Visits.
7. Teachers will pull students that are struggling with the current grade level content (Tier I) and reteach to ensure that all students are learning at high levels. This combined with the assurance that complex tasks are planned through the PLC process will allow for rigorous instruction every day. This will be monitored through weekly classroom walk-throughs by the principal, assistant principal, and coaches.
8. Teachers will provide Tier 3 instruction based on gaps in mathematics contents.
9. The ELL and ESE Task Force involvement and support in the classroom will occur through the collaboration of ESOL compliance specialist and RCS ensuring students are supported in mathematics courses by providing ELL and ESE instructional strategies and professional development for teachers.
10. New teachers in Algebra 1 and Geometry classes will be supported by district and personnel.
11. Monitoring will occur through PLC to assure rigor vs quantity of practice, planning for rigor using district provided materials (CUPS), and student engagement are implemented.

Person Responsible

Regiena Irizar (regiena.irizar@osceolaschools.net)

#2	
Title	Ensure high levels of learning for all students in College and Career Acceleration
Rationale	College and Career Acceleration had the largest gap when compared to the state average. The state average is 60% and Harmony high had a 41% certification pass rate.
State the measurable outcome the school plans to achieve	College and Career Acceleration will increase to 80% 2019/2020
Person responsible for monitoring outcome	Maria Carroll (maria.carroll@osceolaschools.net)
Evidence-based Strategy	<p>A plan to identify seniors not enrolled in an acceleration point, level 4's and 5's not enrolled in an AP/DE course, increasing DE through early testing and properly scheduling will assist in improving this area of focus. AP potential will be utilized to schedule students properly into courses. Teachers will utilize PLC and ePLC time for common unit building and planning. Focus on instruction with emphasis on common planning, unit assessment, mock exam data, the utilization of district adoptive materials, college board materials and planning resources will ensure progress. Data chats will take place with each teacher to monitor progress. The utilization of Naviance lessons will assist students in identifying pathways and plans to assist students in success of their progress. Monitoring data regularly to identify students needing remedial support and intervention through our Rti process (STEER). In addition, unit assessments, CTE assessments, gmetrix assessment data will be regularly monitored. CTE will be provided a testing schedule so the CTE teachers are exposing the students to more opportunities to see the certification test at an early time frame. Along with a CTE bootcamp scheduled to assist in mastering skills for certification. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus. Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model.</p> <p>By identifying students without acceleration points to ensure all students are scheduled for opportunities for acceleration, we increase student exposure and opportunity for acceleration. The focus to analyze data from our level 4 and 5 students to help determine placement in AP course along with the AP potential will ensure proper scheduling and assist in building AP course enrollment. Providing early PERT testing for students to identify for potential DE, increase the number of students to discuss DE opportunities with and invite to our DE informational sessions. In addition, scheduling a day for Valencia to be on campus to assist in enrolling students for DE will ensure students get the assistance and information needed to enroll in DE courses. Data chats with teachers will ensure teachers are aware of their data and have a plan of action to ensure they are utilizing the data to drive progress. The on going monitoring of data will ensure students get the assistance needed through our RTi process. Last year most of the students were not tested until the second semester of school and some CTE teachers ran out of time to give the third opportunity to test, therefore we created a schedule. In addition, we scheduled a CTE bootcamp window to assist in providing additional support to CTE students prior to certification exam. By monitoring all of these strategies through our stocktake process we are able to ensure we have a great plan, actions steps and next steps along the way.</p>
Rationale for Evidence-based Strategy	

Action Step

1. Identify seniors not enrolled in an acceleration point
2. Identify levels 4-5 not enrolled in an AP course
3. Increase number of dual enrolled students by expanding through VC and OTech
4. Counselors meet with students 2 times a year
5. Plan to celebrate AP, DE, CTE successes
6. APC will attend monthly district meetings and review data through Stocktake
7. AP teachers will have a plan to participate in Eplc, PLC and Professional Development

Description

1. CTE Teachers and AP teachers will meet for PLC meetings during scheduled Wednesdays and during common planning time. CTE Teachers will review Industry Certification data and AP teachers will review Course and Exam Description binders for scope and sequencing.
2. School Stocktake process will take place monthly to provide feedback on acceleration of students and development of school wide post-secondary culture.
3. APC will work with lead school counselor to ensure all, to include ELL, ESE, Black and Hispanic students, are scheduled into an accelerated course. This data will be monitored quarterly during weekly guidance meetings and quarterly Stocktake meeting by APC and lead counselor.
4. Work with ESE/ELL task forces to develop workshops for parents on FAFSA and boot camp for students.
5. Starting in September Intervention Time (STEER) will be scheduled three days a week. Doing this with fidelity to ensure students are going to correct locations that will give them the most support, possible for their greatest area of improvement.
6. Building schedule for college and career counselor to go into classrooms to teach Naviance lessons to students and ensure that every student has an account set up.
7. ESE/ELL students are selected for SAT/ACT boot camp in order to provide them with strategies to be successful in achieving the scores needed to gain access to post-secondary collegiate plans.
8. School counselors and API will meet weekly to review all senior data to ensure all students in the graduating class, to include all ELL, ESE, Hispanic and Black students, are meeting graduation requirements. This data will be monitored weekly through the weekly guidance departmental meeting and quarterly through the stock take meetings by API and lead counselor.
9. School counselor team, coaches, APs and teachers will work together to increase Dual Enrollment numbers, CTE and AP numbers.
10. Special focus will be placed on explaining the why Khan, PSAT, and SAT matter in ELA courses.
11. SAT and ACT boot camps will occur during school hours and after school two days prior to each test date.
12. College and Career counselor will work with ELA teachers to identify student ambassadors for khan academy.

Person**Responsible**

Amanda Yontz (amanda.yontz@osceolaschools.net)

#3	
Title	Ensure high levels of learning for all students in literacy
Rationale	ELA gains were 45% 2018/2019 school year compared to the State at 51%. The two years prior the ELA gains were at 53%.
State the measurable outcome the school plans to achieve	ELA learning gains will increase by 8% to 53% on the FSA EOC. ELA Learning gains of the lowest 25% will increase from 36% to 56% for 2019-2020 FSA EOC.
Person responsible for monitoring outcome	Katherine Whaley (katharine.whaley@osceolaschools.net)
Evidence-based Strategy	<p>Focus on instruction with emphasis on common planning, district and formative assessment data, the utilization of district adoptive materials, scales, and planning resources will ensure progress. Lead teachers will complete a book study on The Essentials for Standards Driven Classrooms. The essentials identified in the book study will be taken back to PLC by lead teachers to discuss and incorporate during planning. In addition, our school wide WICOR implementation will continue and be supported by 8 scheduled trainings throughout the school year. Monitoring data regularly to identify students needing remedial support and intervention through our Rti process (STEER). In addition, district formative assessment data will be regularly monitored for identifying teachers needing support through instructional coaching. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus. Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check-in, on progress of the Area of Focus through the School Stocktake Model.</p> <p>The focus on instruction with emphasis on common planning, district and formative assessment data, the utilization of district adoptive materials, scales, and planning resources will ensure progress and improved instruction. Lead teachers will complete a book study on "The Essentials for Standards Driven Classrooms". The essentials identified in the book study will be taken back to PLC by lead teachers to discuss and incorporate during planning. Again, this will improve instruction within the classroom. In addition, our school wide WICOR implementation will continue and be supported by 8 scheduled trainings throughout the school year. The WICOR professional development will support the district's focus of Read, Write, Talk, Solve. Teachers will monitor data regularly to identify students needing remedial support and intervention through our Rti process (STEER). This will provide additional supports for students needing interventions. In addition, district formative assessment data will be regularly monitored for identifying teachers needing support through instructional coaching. Coaches will identify teachers quarterly by district formative assessment data and provide a plan to support that teacher to improve instruction. School Stocktake will take place monthly to report progress to the Principal on the Areas of Focus. Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check-in on progress of the Area of Focus through the School Stocktake Model. The Stocktake process is crucial. It allows the administrative team to not only identify goals based on the improvement plan and district plan, it also allows them to monitor progress, create next steps, modify plans and rate progress. This process will lead our team to success.</p>
Rationale for Evidence-based Strategy	
Action Step	

Description	<ul style="list-style-type: none"> * Monitor utilization of Read, Write, Talk, Solve (WICOR) * Monitor district adopted materials * Plan for utilization of district assessments * Plan to utilize Khan weekly and all students 100% have linked Khan Academy accounts * Ensure all ELA teachers are trained in Core Connections <ol style="list-style-type: none"> 1. Administration team will develop a professional development/training calendar that will focus on ensuring a shift in teacher instruction that will increase ELA achievement in ESE, ELL, and lowest 25%. Teachers will participate in a minimum of two professional development workshops a month. These workshops will be lead by model teachers, instructional coaches, district coaches, and administrators. 2. All ELA teachers will participate in core connections training. This training focuses on instructional strategies that integrate reading and writing curriculum aligned with the FL state standardized tests. Teachers, and the literacy coach, are scheduled to participate in this training quarterly. They will also learn to analyze the student writing assessments data. 3. All reading teachers (grades 11 and 12) will participate in Khan academy training with a focus on SAT/ACT prep. 4. All reading teachers (grades 9 and 10) will participate in Achieve 3000 training with a focus on grade level stations, teacher led stations, and students completing two activities per week with scores of 75% or better. Students will be using tracker sheets and setting goals. Students and teachers will also participate in quarterly data chats. 5. ELA teachers and reading teachers, that share common planning, will participate in weekly PLC meetings that will focus on the development of both standardized lesson plans and common assessments. Lessons and assessments will focus on aligning the resources to the standards. PLC meetings will be supported and work in conjunction with literacy coach, Ms. Whaley. 6. ELA and reading teachers will participate in professional development that focuses instructional strategies that scaffold content for ELL and ESE subgroups. Professional development training will include AVID WICOR instructional strategies, ELLEVATION training, and ESE support strategies. 7. The ELL and ESE Task Force involvement and support in the classroom will occur through the collaboration of ESOL compliance specialist and RCS ensuring students are supported in ELA courses by providing ELL and ESE instructional strategies and professional development for teachers. 8. Students will participate in targeted intervention meetings. Specific intervention programs to include FSA reading and writing, STEER (RTI) boot camps for ELL and ESE students. 9. Teacher will provide Tier 2 instruction based on grade level standards and content using data, student by student standard tracking, collaborative planning, and data analysis. This will be monitored through weekly classroom walk through by the principal, assistant principal, and coaches. 10. School district will focus on target and task alignment, focus on collaborative structures, and rigorous material for rotational model in reading. 11. Implementation of Khan Academy in ELA courses and monitored by district and literacy coach ; data discussed in PLCs.
Person Responsible	Katherine Whaley (katharine.whaley@osceolaschools.net)

#4	
Title	Strengthen collaborative processes to ensure that the learning needs of all students are met, with the PLC action plan embedded within the action steps and monitoring
Rationale	Harmony High School will implement and facilitate strategic PLCs for the 2019-2020 school year so that we can adhere closely to the Mission and Vision of the School District of Osceola county.
State the measurable outcome the school plans to achieve	Harmony High School wants all PLC's to be functioning at a level 5 on the 7 Stages of PLC'S by the end of the year. PLC's will measure their progress 3 times through out the year to track progress and set new goals and/or adjust current goals along the way. Our focus within our PLC's this year will include instruction, collaborative planning, standard/ learning target alignment, Student evidence/monitoring strategies, meeting the depth of the standard, common assessments, deliberate practice , ELL and ESE strategies, desegregation of subgroups improved achievement for lower quartile students, WICOR strategies, focus on individual student data and meeting the needs of all students.
Person responsible for monitoring outcome	George Arscott (george.arscott@osceolaschools.net)
Evidence-based Strategy	<p>Research and implement more adaptive strategies to meet the needs of all students (especially our lower quartile)</p> <p>Decrease the achievement gap between our general education students and our ELL and ESE populations</p> <p>Ensure daily learning target (which aligns with the unit scale) is posted EVERY DAY and that there is a student evidence piece planned to measure student achievement of the target</p> <p>Ensure the depth of each standard is being met</p> <p>Work on quality monitoring to help students achieve learning outcomes</p> <p>Through collaborative planning and data discussions, increase student achievement on state and district exams</p> <p>Collaborate and share learning strategies for deliberate practice element(s)</p> <p>Focus on instruction with emphasis on common planning, district and formative assessment data, the utilization of district adoptive materials, scales, and planning resources will ensure progress. Lead teachers will complete a book study on The Essentials for Standards Driven Classrooms. The essentials identified in the book study will be taken back to PLC by lead teachers to discuss and incorporate during planning. In addition, our school wide WICOR implementation will continue and be supported by 8 scheduled trainings throughout the school year. These strategies will be shared in PLC to use in the planning of day-to-day lessons. Teachers will Monitor data regularly to identify students needing remedial support and intervention through our Rti process (STEER). In addition, district formative assessment data will be regularly monitored during PLC for identifying teachers needing support through instructional coaching. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus. Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model.</p>
Rationale for Evidence-	PLCs will have a common goal and directive for student growth by incorporating the essentials identified in the book study. PLCs will also discuss student data to identify the student's level and supports needed to achieve growth. Identifying the students and sharing a common vision and goals with the means to achieve the goal will provide the

based Strategy	purpose of the PLC. Math and Literacy coaches will provide data information to the teachers, so that during the PLC meetings teachers can work on collaboration, aligning standards to lessons and units, creating scales and lesson plans, Students identified as "bubble students" will receive in-depth standards-based instruction during STEER while students at a level of 1 or 2 will be retaught the required standards to achieve success. A common shared file on the Harmony High Schools T directory enhances the teachers resources for success while in their PLCs. They are provided templates for lesson plans, meeting minutes, SMART goals, Scales, and the Seven Stages Rubric.
Action Step	
Description	<ol style="list-style-type: none"> 1. PLCs will be evaluated 3 times a year on the PLS seven stages. This data will be collected and analyzed to create goals. 2. Once a month the administrative team will monitor progress of PLC goals, and provide PLCs with support for achieving their goals. 3. Data will be regularly monitored for STEER grouping, to provide needed support to students. 4. A plan will be created to monitor the utilization of Read, Write, Talk, Solve (WICOR) daily. This data will be reported to Stocktake and monitored. 5. Lead teachers will take back essential instructional practices for their PLC to implement during planning of lessons. 6. A plan will be created to monitor the utilization of scales in each classroom. This data will be reported to Stocktake and monitored.
Person Responsible	George Arscott (george.arscott@osceolaschools.net)

#5	
Title	Ensure high levels of science achievement for all students
Rationale	2019 science scores was 61% which was a drop from our 2018 scores of 76%, a decrease of -15%. The state score is 68%.
State the measurable outcome the school plans to achieve	We will increase our science score for the 2020 test to 68%.
Person responsible for monitoring outcome	George Arscott (george.arscott@osceolaschools.net)
Evidence-based Strategy	<p>Focus on instruction with emphasis on common planning, district and formative assessment data, the utilization of district adoptive materials, scales, and planning resources will ensure progress. Lead teachers will complete a book study on The Essentials for Standards Driven Classrooms. The essentials identified in the book study will be taken back to PLC by lead teachers to discuss and incorporate during planning. In addition, our school wide WICOR implementation will continue and be supported by 8 scheduled trainings throughout the school year. Teachers will Monitor data regularly to identify students needing remedial support and intervention through our Rti process (STEER). In addition, district formative assessment data will be regularly monitored for identifying teachers needing support through instructional coaching. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus. Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check-in, on progress of the Area of Focus through the School Stocktake Model.</p> <p>The focus on instruction with emphasis on common planning, district and formative assessment data, the utilization of district adoptive materials, scales, and planning resources will ensure progress and improved instruction. Lead teachers will complete a book study on "The Essentials for Standards Driven Classrooms". The essentials identified in the book study will be taken back to PLC by lead teachers to discuss and incorporate during planning. Again, this will improve instruction with in the classroom. In addition, our school wide WICOR implementation will continue and be supported by 8 scheduled trainings throughout the school year. The WICOR professional development will support the district's focus of Read, Write, Talk, Solve. Teachers will monitor data regularly to identify students needing remedial support and intervention through our Rti process (STEER). This will provide additional supports for students needing interventions. In addition, district formative assessment data will be regularly monitored for identifying teachers needing support through instructional coaching. Coaches will identify teachers quarterly by district formative assessment data and provide a plan to support that teacher to improve instruction. School Stocktake will take place monthly to report progress to the Principal on the Areas of Focus. Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check-in on progress of the Area of Focus through the School Stocktake Model. The Stocktake process is crucial. It allows the administrative team to not only identify goals based on the improvement plan and district plan, it also allows them to monitor progress, create next steps, modify plans and rate progress. This process will lead our team to success.</p>
Rationale for Evidence-based Strategy	
Action Step	

- *Monitor the utilization of district materials
- *Monitor read, write, talk and solve (WICOR)
- *Plan for the utilization of district materials

1. Teachers will attain and break down achievement data from district quarterly assessments during weekly common planning, PLC.
2. Teachers will use the data to analyze students' areas of strength and weaknesses in standards. Teachers will plan standardized lessons based on analysis of data. Science teachers will participate in the PLC process weekly to ensure content and pacing and re-teaching of standards.
3. Teachers will participate in WICOR PD, 8 trainings will be offered throughout the school year.
4. Teachers will learn and implement standards-based stations and implement differentiated instruction as an instructional strategy to breakdown student data and content mastery. Students that are not meeting proficient will be identified and will participate in the Rti intervention (STEER).
5. During the STEER intervention period, students will receive supports and interventions needed to master the standards.
6. The administration team will develop a professional development/training calendar that will focus on ensuring a shift in teacher instruction that will increase science achievement in ESE, ELL, and lowest 25%.
7. The ELL and ESE Task Force involvement and support in the classroom will occur through the collaboration of ESOL compliance specialist and RCS ensuring students are supported in science courses by providing ELL and ESE instructional strategies and professional development for teachers.
8. Teachers will participate in a minimum of two professional development workshops a month. These workshops will be led by model teachers, instructional coaches, district coaches, and administrators.
9. Once an assessment has been given, teachers will determine individual student needs based on deficient content. Students will then receive additional resources and support to sharpen their comprehension.
10. Data Tracking Student by Standard - Teachers will track the standard, after a standard has been assessed, teachers will place student scores in the tracker. Teachers will provide interventions as needed and reassess students to monitor their learning.
11. During PLCs teachers will continue to view student data and determine appropriate next steps based on individual student needs.
12. Students will track their own learning through teacher provided success criteria, scales.
13. Teachers will provide individual student data chats, while working with students to set goals for themselves, which will be monitored with subsequent data chats.

Description

Person Responsible George Arscott (george.arscott@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).

Our goal will be to increase collective efficacy and usage of Steer time to increase student achievement in all tested areas. We encourage PLC guidelines for standard-based instruction and require data chats within the group. Teachers will have the time to build units, common assessments, and utilize the district provided CUPS, and scales for success. Harmony also implemented Read, Write, Talk, Solve which is part of the WICOR strategies we implemented last year, and this will be enhanced by providing PLC trainings to all focus areas. A main focus for the school is to continue encouraging our Pathways to Success through AP, Dual Enrollment, CTE and ROTC so our Harmony High students are college and career ready after graduation.

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.

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

PFEP Link

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

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

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 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. To support the transition of middle school students to high school, our guidance counselors visit the middle schools prior to the end of the school year. They provide information about course offerings, programs, clubs, organizations and expectations for the students. At this time the students are also introduced to the guidance team and the freshman counselor. The school also discusses the different pathways that students can be successful and be college/career ready. The school offers AP, DE, CTE and ROTC as various ways students can get involved and connected. Naviance Software is another component that is used at the school to give students the opportunity to explore career options.

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.

Our school MTSS team meets once a month to review data, schedule meetings, identify/provide teacher resources and monitor student progress. Data collection forms and referral forms have been created to assist the team. Part of the initial MTSS team process was to clean up data for new students and testing results. Students who scored a level 1 on state ELA assessments were identified as tier students and provided tier 3 supports through our RTi process called STEER. Level 2 students on state assessments were identified as tier 2 and provided tier 2 supports through intensive reading courses. Students identified for math were provided supports through STEER or intensive math courses. Letter to notify parents have been delivered and meetings have been scheduled for any requested concurrent evaluations. These processes are all monitored through our Stocktake meetings.

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

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

1	III.A.	Areas of Focus: Ensuring high levels of mathematics achievement for all students	\$0.00
2	III.A.	Areas of Focus: Ensure high levels of learning for all students in College and Career Acceleration	\$0.00
3	III.A.	Areas of Focus: Ensure high levels of learning for all students in literacy	\$0.00
4	III.A.	Areas of Focus: Strengthen collaborative processes to ensure that the learning needs of all students are met, with the PLC action plan embedded within the action steps and monitoring	\$0.00

5	III.A.	Areas of Focus: Ensure high levels of science achievement for all students	\$0.00
Total:			\$15,000.00