

Hillsborough County Public Schools

# Orange Grove Middle Magnet School



## 2019-20 Schoolwide Improvement Plan

Table of Contents	
School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	9
Planning for Improvement	14
Title I Requirements	16
Budget to Support Goals	18

# Orange Grove Middle Magnet School

3415 N 16TH ST, Tampa, FL 33605

[ no web address on file ]

## Demographics

Principal: Michael M IR Anda

Start Date for this Principal: 6/25/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: C (52%) 2017-18: B (57%) 2016-17: B (54%) 2015-16: B (60%) 2014-15: A (66%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

This plan is pending approval by the Hillsborough 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](http://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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Purpose and Outline of the SIP	4
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## Orange Grove Middle Magnet School

3415 N 16TH ST, Tampa, FL 33605

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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)
Middle School 6-8	Yes	72%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	77%

### School Grades History

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

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## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement.

At Orange Grove Middle Magnet School of the Arts, success is the expectation. We seek to empower well-rounded individuals through all disciplines. We will create a community of respect and sensitivity while fostering an appreciation of the role of Arts in life. We will accomplish our Vision by:

- \* Maintaining a standard of excellence for every student
- \* Broadening student experiences in Arts and Academics
- \* Promoting a creative and artistic approach to learning
- \* Fostering a creative, cooperative environment
- \* Providing experience and training in all content areas that goes beyond what is offered in traditional middle school curriculum
- \* Encouraging active involvement of students, parents, and the community
- \* Embracing the critical role we play in the K-12 Fine Arts Program

This will empower students to become respectful, successful, lifelong learners and productive citizens.

#### Provide the school's vision statement.

Our vision at Orange Grove is to prepare every student to be successful and creative by promoting high academic standards through an arts integrated approach to learning.

### 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
Miranda, Michael	Principal	School leader, principal.

### 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	179	154	175	0	0	0	0	508	
Attendance below 90 percent	0	0	0	0	0	0	14	19	15	0	0	0	0	48	
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	22	0	0	0	0	0	0	22	
Level 1 on statewide assessment	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	0	0	0	0	0	0	0	0	0	0	0	0	0	

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
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)**

31

**Date this data was collected or last updated**

Tuesday 10/15/2019

**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	16	21	21	0	0	0	0	58
One or more suspensions	0	0	0	0	0	0	8	24	24	0	0	0	0	56
Course failure in ELA or Math	0	0	0	0	0	0	0	26	17	0	0	0	0	43
Level 1 on statewide assessment	0	0	0	0	0	0	48	37	42	0	0	0	0	127
	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	0	0	0	0	0	0	10	33	22	0	0	0	0	65

**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	16	21	21	0	0	0	0	58
One or more suspensions	0	0	0	0	0	0	8	24	24	0	0	0	0	56
Course failure in ELA or Math	0	0	0	0	0	0	0	26	17	0	0	0	0	43
Level 1 on statewide assessment	0	0	0	0	0	0	48	37	42	0	0	0	0	127
	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	0	0	0	0	0	0	10	33	22	0	0	0	0	65

## 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	53%	51%	54%	55%	50%	52%
ELA Learning Gains	49%	52%	54%	57%	53%	54%
ELA Lowest 25th Percentile	40%	47%	47%	41%	45%	44%
Math Achievement	49%	55%	58%	48%	54%	56%
Math Learning Gains	55%	57%	57%	51%	59%	57%
Math Lowest 25th Percentile	47%	52%	51%	42%	51%	50%
Science Achievement	41%	47%	51%	47%	47%	50%
Social Studies Achievement	52%	67%	72%	69%	66%	70%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	179 (0)	154 (0)	175 (0)	508 (0)
Attendance below 90 percent	14 (16)	19 (21)	15 (21)	48 (58)
One or more suspensions	0 (8)	0 (24)	0 (24)	0 (56)
Course failure in ELA or Math	22 (0)	0 (26)	0 (17)	22 (43)
Level 1 on statewide assessment	0 (48)	0 (37)	0 (42)	0 (127)

### 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
06	2019	52%	53%	-1%	54%	-2%
	2018	51%	52%	-1%	52%	-1%
Same Grade Comparison		1%				
Cohort Comparison						
07	2019	55%	54%	1%	52%	3%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	62%	52%	10%	51%	11%
Same Grade Comparison		-7%				
Cohort Comparison		4%				
08	2019	53%	53%	0%	56%	-3%
	2018	58%	54%	4%	58%	0%
Same Grade Comparison		-5%				
Cohort Comparison		-9%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	39%	49%	-10%	55%	-16%
	2018	41%	48%	-7%	52%	-11%
Same Grade Comparison		-2%				
Cohort Comparison						
07	2019	56%	62%	-6%	54%	2%
	2018	56%	61%	-5%	54%	2%
Same Grade Comparison		0%				
Cohort Comparison		15%				
08	2019	25%	31%	-6%	46%	-21%
	2018	26%	29%	-3%	45%	-19%
Same Grade Comparison		-1%				
Cohort Comparison		-31%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	41%	47%	-6%	48%	-7%
	2018	46%	48%	-2%	50%	-4%
Same Grade Comparison		-5%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	52%	67%	-15%	71%	-19%
2018	64%	65%	-1%	71%	-7%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
Compare		-12%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	85%	63%	22%	61%	24%
2018	93%	63%	30%	62%	31%
Compare		-8%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	57%	-57%	57%	-57%
2018					

## 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	11	19	20	17	35	27	12	25			
ELL	32	28	25	17	42						
BLK	36	40	38	34	48	45	19	43	72		
HSP	58	52	44	53	58	48	44	58	64		
MUL	50	44		61	67		50				
WHT	80	62	54	69	60	43	74	68	92		
FRL	44	45	36	41	53	47	26	48	68		
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	17	51	52	19	37	35	18	21			
ELL	35	43	36	22	48	44					
BLK	41	48	43	36	47	46	27	50	83		
HSP	64	56	50	56	62	58	38	69	95		
MUL	63	63		52	39			60			
WHT	74	65	25	72	66	59	72	82	85		
FRL	50	52	44	44	51	48	38	54	83		

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	12	34	31	12	31	29	8	33			
ELL	17	33	30	9	23	29					
ASN	75	64		83	64						
BLK	37	43	35	29	41	42	23	54	59		
HSP	55	61	53	46	45	33	52	73	79		
MUL	71	71		67	67						
WHT	79	73	45	72	69	67	64	83	90		
FRL	46	52	38	37	45	37	33	63	72		

## 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	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	465
Total Components for the Federal Index	9
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	21
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	24
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	42
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	53
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	54
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 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	67
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	45
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.**

TBD

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

TBD

**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.**

TBD

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

TBD

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

TBD

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

1. Standards-based instruction (FSA and Arts)
2. Questioning and Instruction
3. Differentiating Instruction
- 4.
- 5.

## Part III: Planning for Improvement

**Areas of Focus:**

#1	
<b>Title</b>	Reading and ELA
<b>Rationale</b>	During the 18-19 FSA, 53% of our students were proficient in ELA, this represents a four-point drop from the 17-18 FSA. 49% of our students made learning gains, a six-point drop from 17-18. 40% of our bottom quartile students made learning gains, a four-point drop from 17-18. Focusing on reading and ELA will enable growth in these areas, particularly in our learning gains in general and for our bottom quartile students. The additional emphasis on reading will also help in other critical areas (math, science, and social studies) as students are subjected to extensive amounts of reading on those assessments.
<b>State the measurable outcome the school plans to achieve</b>	During the 19-20 FSA, our students proficiency will increase from 53 to 63%, learning gains will increase from 49 to 59%, and our bottom quartile learning gains will increase from 40 to 50%.
<b>Person responsible for monitoring outcome</b>	Michael Miranda (michael.miranda@hcps.net)
<b>Evidence-based Strategy</b>	Read and Say Something (Variations based on content and need); Demo Classrooms/ Modeled lessons  CRISS strategy: Reading and Say Something
<b>Rationale for Evidence-based Strategy</b>	Middle school students learn more through conversations/ discussions with peers; Reluctant readers are provided time to read and think about their reading, using accountable to ensure they adhere to the task. Students are able to guide their own learning as they read and discover through a variety of texts and styles of learning.  Demo Classrooms/ Modeled Lessons: Best practices, including but not limited to, Read and Say Something will be modeled for teachers to ensure they are comfortable with the process and can effectively utilize new strategies within their classrooms for professional growth in supporting reading within the classroom  Students will be able to demonstrate greater knowledge of texts and increased engagement with the text through text marking, written responses and answers, and / or deeper levels of discussion
<b>Action Step</b>	
<b>Description</b>	1. Professional Development on Read and Say Something 2. List of dates/times "Read and Say Something" will be demonstrated in a variety of content areas 3. Coaching cycles for Read and Say 4. Observations of teachers using Read and Say 5. Feedback/ Revisions of Read and Say
<b>Person Responsible</b>	Michael Miranda (michael.miranda@hcps.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).**

N/A

## 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.**

Orange Grove Middle Magnet, being a magnet school for the visual, communication, and performing arts, will utilize this theme to build positive relationships with all stakeholders. Through events prior to the school year beginning, such as Open House/Premiere Night, Cub Camp (6th grade transition) and PTSA membership drives, parents are encouraged to become active participants with their students. Our school holds several school-wide events throughout the year to ensure that families are invited to celebrate success: quarterly honor roll celebrations, volunteer breakfast, arts-themed showcases, after school clubs and performances, and active booster organizations which offer opportunities for parents to become involved as spectators and active volunteers as well. Through Edsby, parents are kept abreast of their child's progress on no less than a weekly basis. Many parents can check daily as teachers update Edsby frequently. Teachers engage in ongoing formal and informal conferences on Conference Nights (4x/year), Curriculum Night (2x/year) and other related events and programs tied to our arts theme. The school's vision and mission are posted in every classroom and in the main office.

### 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 Board of each Florida district is required by state law to establish a comprehensive program for student progression that is based on an evaluation of each student's performance including an assessment of how well the student masters the performance standards approved by the state board. The district's program for student progression is based on mastery of the English language arts, mathematics, science, and social studies standards. (F.S. 1008.25)

The HCPS Student Progression Plan includes information on initial placement, reporting student progress, reading remediation, academic acceleration, grade promotion and retention, graduation requirements, transfer credits, student recognition, accommodations, dual enrollment, and extended learning opportunities.

For complete information, please visit our Student Progression Plan at: <http://www.sdhc.k12.fl.us/docs/00/00/21/33/studentprogressionplan.pdf>

HCPS utilizes a variety of strategies for assisting students as they transition from one school to another.

HCPS employs multiple strategies for preparing children for entry into kindergarten. Over 6,000 children participate in one of several preschool programs offered by the School District (Head Start, VPK and



PreK-ESE). Developmental screenings are available for all families prior to entry into kindergarten through Child Find, a service within the Florida Diagnostic and Learning Resources System (FDLRS). Additionally, the district works closely with School Readiness providers to share information.

HCPS utilizes multiple strategies for preparing students for their next school, including transitioning from elementary to middle school, middle school to high school, or simply moving to a new school mid-year. Examples include:

- Bring 6th/9th graders back early for orientation
- Train a cadre of student ambassadors to help orient other students
- Parent information and/or education opportunities
- Hold articulation meetings between 5th and 6th grade teachers
- Campus visits
- Shadow days
- Middle school students visit, tutor and or perform at elementary schools
- High school students visit, tutor, or perform at middle schools.

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

To ensure efficient/systematic allocation and use of resources, the PSLT/ILT utilizes an RtI/MTSS framework to improve learning for all. Resources allocated support a continuum of academic and behavioral supports, ensuring all students have fluid access to instruction (varying intensity levels matched to most appropriate available resources).

To ensure support systems, small group, and individual needs are met, the PSLT:

- Reviews school-wide data on an ongoing basis, identifying instructional needs across the school;
- Supports the implementation of high quality instructional practices during core and intervention blocks;
- Reviews progress monitoring data of core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains; Communicates school-wide data to PLCs, facilitating problem solving within the content/grade level teams.

The PSLT meets regularly (bi-weekly/monthly). The PSLT meeting calendar is structured around the district's assessment calendar, ensuring opportunities to review assessments, outcome data, and engage in the problem solving process for appropriate data-driven decisions. Team members include administrator(s), guidance counselor(s), school psychologist, ESE specialist, content area coaches/specialists, PLC teacher liaisons, others as needed

**Title I:**

**PartA**

Funding enriches eligible schools with additional instructional staff, PD, ELP, and supplemental resources for raising student achievement in high-poverty schools.

**TitleII**

Funds for PD to provide/promote high quality professional learning that supports improved job performance for all resulting in increased student achievement. PD includes alternative certification, instructional support training and teacher induction program.

**TitleIII**

Services are provided to ensure ELLs have access to academic content that is equal in scope, sequence, breadth, and depth to the curricular offerings available to all. Services include educational materials and ELL district supported services such as interpreters, translators, bi-lingual support

services, teachers, parent involvement and community outreach programs, improving education of immigrant and ELLs.

**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.**

HCPS strategies to advance college and career awareness include: Career interest inventory offered to students through Florida Shines; District College Nights; District Financial Aid Nights; Postsecondary representative visits at high schools; Field trip opportunities for career awareness; Field trip opportunities to technical colleges; and Opportunities for students to take courses within their area of interest at their high school, via virtual school, and through dual enrollment.

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

At Orange Grove Middle Magnet, we utilize teacher artists, adjuncts, and guest speakers to advance awareness of potential careers in the arts as well as offer opportunities for students to bcome youth entrepreneurs. Students attend various field trips related to college and the arts and possible careers (Straz Center, Dali Museum, NY City, Orlando, etc.). The school encourages parent involvement and reaches out to local businesses and organizations through social media and personal connections to build partnerships. Our school's CAIRE (Curriculum and Arts Integration Resource and Empowerment) Center has a curriculum and arts resource center with pamphlets and brochures related to potential careers and higher learning opportunities.

Part V: Budget

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

1	III.A.	Areas of Focus: Reading and ELA	\$0.00
Total:			\$0.00