

School District of Osceola County, FL

New Dimensions High School



2018-19 School Improvement Plan

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New Dimensions High School

4900 OLD PLEASNT HILL RD, Kissimmee, FL 34759

www.osceolaschools.net

School Demographics

School Type and Grades Served
 (per MSID File)

High School
 9-12

2018-19 Title I School

Yes

2018-19 Economically Disadvantaged (FRL) Rate
 (As Reported on Survey 3)

89%

Primary Service Type
 (per MSID File)

K-12 General Education

Charter School

Yes

2018-19 Minority Rate
 (Reported as Non-white on Survey 2)

91%

School Grades History

Year
Grade

2017-18
 A

2016-17
 A

2015-16
 A

2014-15
 A*

School Board Approval

N/A

SIP Authority

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

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and

using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

New Dimensions High School Beliefs:

- Every student can be successful.
- Everyone is a life-long learner.
- Every student can exceed expectations.
- Every student is capable of obtaining and applying knowledge.
- Everyone is capable of fulfilling his or her life-long dreams.

New Dimensions High School Mission:

To provide learning opportunities which are participatory, involving hope, curiosity and commitment, so that action becomes a legitimate result of learning.

Provide the school's vision statement

New Dimensions Vision:

To be an educational leader dedicated to excellence through commitment, collaboration, and community.

School Leadership Team

Membership

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

Name	Title
Cafiero, Tina	Principal
Grimm, Jacqueline	Principal
Barrett, Theresa	Other

Duties

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

New Dimensions High School has an administrative structure that is atypical to most public schools. The school has two directors, Dr. Cafiero, Director of Instruction, and Dr. Grimm, Director of Operations. Theresa Barrett is also part of the leadership team, serving in the capacity of a Learning Resource Specialist.

Together Dr. Tina Cafiero and Dr. Jackie Grimm founded and have successfully operated New Dimensions High School since 1998. Both administrators are totally hands on school leaders and work in various aspects of the school to ensure that NDHS is one of the most

highly regarded school in Central Florida.

Dr. Cafiero serves as the Director of Instruction and works with all aspects of curriculum, teacher observation/evaluation, testing, teaching and learning, and providing professional development. In addition she oversees all testing for the school.

Dr. Grimm is the Director of Operations and ensures that all fiscal, material, and human resources are in place so that the school can operate educationally and is financially sound. She also serves as the liaison for the Dual Enrollment programs and oversees the Title 1 program.

Though they oversee different aspects of the school, it is a true partnership and collaboration which has successfully maintained high standards and an A rating for many years. Together they do budgeting, master schedule planning, and make sure that the school strives to always meet the school's mission and vision.

Theresa Barrett has been added in 2018 to support administrative initiatives. She meets daily with the directors to discuss curriculum, plan professional development, review budget, and the school academic goals. She also has over site of the new teacher mentor program and teacher certification compliance. Theresa also works with the directors to review the school data and oversee the PLC and SIP endeavors.

Early Warning Systems

Year 2017-18

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	7	6	8	4	25
One or more suspensions	0	0	0	0	0	0	0	0	0	2	0	0	0	2
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	1	7	3	0	11
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	10	10	17	6	43

The number of students identified by the system as exhibiting two or more early warning indicators:

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

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	0
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected

Tuesday 9/11/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	16	4	6	26
One or more suspensions	0	0	0	0	0	0	0	0	0	0	2	1	0	3
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	1	13	7	4	25
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	11	18	35	9	73
Less than 2.0	0	0	0	0	0	0	0	0	0	0	6	0	2	8

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	8	11	5	24

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	16	4	6	26
One or more suspensions	0	0	0	0	0	0	0	0	0	0	2	1	0	3
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	1	13	7	4	25
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	11	18	35	9	73
Less than 2.0	0	0	0	0	0	0	0	0	0	0	6	0	2	8

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	8	11	5	24

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Overall Math achievement dropped from 58% of students scoring level 3 and higher in 2017 to only 47% for 2018

Which data component showed the greatest decline from prior year?

Both Algebra and Geometry overall Student Achievement dropped significantly
 ELL student achievement dropped from 36 to 18%

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

Math overall achievement, learning gains and lowest 25% had the biggest gap when compared to the state average.

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

ELA overall achievement, learning gains and lowest 25% learning gains have all shown steady improvement over the past three years.

Acceleration points have also shown tremendous growth over the past three years (37% in 2016, 72% in 2017, 88% in 2018)

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

The addition of a part time reading interventionist through Title 1 funds added substantial support to the reading and ELA teachers. The most struggling students were identified and were scheduled into a pull out program. We continued to place all level 1 and 2 students into Intensive Reading classes.

With Title 1 funds, NDHS also hired a fulltime ELL Para-profesional who worked with our ELL students providing support by her working with all teachers to support them with their ELL students as well as pulled ELL students out of class to provide additional support.

As for the Acceleration points, NDHS added two industry certification programs to our curriculum and continue to prepare students to enter Advanced Placement and Dual Enrollment classes. We also added two dual enrollment courses taught right on the NDHS campus that students lacking transportation to the local State College could still participate in dual enrollment classes.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	79%	56%	56%	75%	57%	53%
ELA Learning Gains	71%	54%	53%	59%	47%	49%
ELA Lowest 25th Percentile	66%	47%	44%	56%	41%	41%

School Grade Component	2018			2017		
	School	District	State	School	District	State
Math Achievement	47%	39%	51%	58%	44%	49%
Math Learning Gains	38%	40%	48%	59%	42%	44%
Math Lowest 25th Percentile	41%	46%	45%	52%	38%	39%
Science Achievement	82%	67%	67%	84%	71%	65%
Social Studies Achievement	82%	70%	71%	77%	70%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Attendance below 90 percent	7 (0)	6 (16)	8 (4)	4 (6)	25 (26)
One or more suspensions	2 (0)	0 (2)	0 (1)	0 (0)	2 (3)
Course failure in ELA or Math	1 (1)	7 (13)	3 (7)	0 (4)	11 (25)
Level 1 on statewide assessment	10 (11)	10 (18)	17 (35)	6 (9)	43 (73)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2018	82%	47%	35%	53%	29%
	2017	76%	48%	28%	52%	24%
Same Grade Comparison		6%				
Cohort Comparison						
10	2018	73%	49%	24%	53%	20%
	2017	69%	47%	22%	50%	19%
Same Grade Comparison		4%				
Cohort Comparison		-3%				

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	86%	68%	18%	65%	21%
2017	90%	69%	21%	63%	27%
Compare		-4%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	80%	61%	19%	68%	12%
2017	81%	63%	18%	67%	14%
Compare		-1%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	55%	52%	3%	62%	-7%
2017	62%	46%	16%	60%	2%
Compare		-7%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	52%	39%	13%	56%	-4%
2017	47%	43%	4%	53%	-6%
Compare		5%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	81	60		50	9			91		100	88
BLK	80	78	71	47	38		86	83		94	87
HSP	77	68	67	45	47	42	78	80		98	90
ASN	100										
SWD	42	70									
FRL	80	75	69	46	39	41	81	76		98	91
ELL	53	85		33			73			100	94

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
WHT	85	70		73	65		95			94	73
BLK	76	56	67	48	48	47	80	80		92	65
HSP	72	57	48	58	60	52	83	71		100	73
SWD				46	58						
FRL	70	59	59	55	58	51	82	84		99	68

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
ELL	50	61	60	35	55		82			100	82

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Raise the ELA achievement level for all students with an emphasis on ESE and ELL students
Rationale	During analysis of data for the 2017 and the 2018 school years, it was observed that the SWD and the ELL students were falling substantially behind their general population counterparts on student achievement success on the FSA ELA assessment. Where the general overall school achievement rate for FSA ELA was 79%, the ELA Achievement rate for ELL students was only 53% and the FSA ELA Achievement rate for SWD was only 42%.
Intended Outcome	The intended outcome is that the achievement gap is reduced and the ELL and SWD students will achieve at the same rate as the overall school achievement rate. It is our goal that the achievement rate for all NDHS students will be 80% or more.
Point Person	Tina Cafiero (christina.cafiero@osceolaschools.net)
Action Step	
	During the course of this school year, the following steps will be taken to ensure NDHS meet the targeted outcome: Reading Interventionist will pull out lowest level reading students for weekly support. Common Assessments will be developed by ELA department to assess students in the essential standards. ESOL Paraprofessional will support ELL students in classrooms with teachers and through pullout sessions. Teachers will utilize scales and learning targets to ensure students are meeting the complexity of the standards. Professional development will be provided for staff in the following areas: Differentiated Instruction, Learning Scales, Reading Across the Content:
Description	Learning Scales: PD will be given during Aug 2018 pre-planning in which NDHS teachers will participate in the workshop to learn how to utilize learning goals, targets, and scales to increase student achievement and promote differentiated instruction. Theresa Barrett, LRS will see that the course objective is that participants will learn how to write a learning goal, target and develop and implement Scales for the essential standards in a unit of study. They will have an Implementation Activity where teachers will create learning goals for essential standards that will be used in classroom lessons. The Reading Across the content Area PD will be provided in a 3 hour session in October on the state wide PD day. It will be presented by Marlina Gloff-Straw, our reading interventionist, and Carla Myrie, Reading ELA teacher. This training will help teachers focus on the impact that reading has in all content areas on learning and provide the latest research, tools, and guidance necessary to ensure that reading is a part of every student's daily learning experiences. Practical strategies for formative assessments and close reading

skills will be modeled and shared.

Our Differentiated Instruction PD will also be provided in a 3 hour session on the state-wide PD afternoon session. Zulma Arguelles, Science teacher and ESE Coordinator will provide PD enabling teachers to provide students effective instruction that is responsive to their learning preferences, interests, and readiness to learn. Also assist teachers in developing an organized framework for teaching and learning. It will also provide support information for teachers to be able to respond to the needs of the student providing a balance of shared, guided, and independent instructional strategies.

Our Reading and ELA teachers will provide parents a presentation on how they can help students with literacy skills at home at the October Title I meeting.

Develop ELL PLC.

Person Responsible Theresa Barrett (theresa.barrett@osceolaschools.net)

Plan to Monitor Effectiveness

Description Data Analysis of common ELA Assessments, Participation in Professional Development provided to NDHS staff, lesson plans, Stocktake meetings, and classroom observations

Person Responsible Theresa Barrett (theresa.barrett@osceolaschools.net)

Activity #2

Title Raise the achievement levels for all students on the FSA Math Assessments.

Rationale Math achievement levels dropped across all subgroups. Schoolwide NDHS Math achievement for 2017 was 58%. The 2018 rdata showed an 11 point drop to 47% of students scoring level 3 or higher on the FSA Math assessments. Most demographic subgroups also saw decreases in 2018 (White dropping from 73% tp 50%, Black from 48% to 47%, Hispanic from 67% to 58%, FRL from 55% down to 46%, and ELL down 35% to 33%).

Intended Outcome All students will demonstrate greater math achievement scores on the FSA. It is our goal that 60% of all students will meet proficiency on the FSA math assessments.

Point Person Emily Bermudez (emily.bermudez@osceolaschools.net)

Action Step

NDHS will implement the following strategies to meet the intended outcome.

Development of standard curriculum maps and NDHS common formative assessments

Use of Math Nation for support and enrichment

Placement of struggling students into math remediation courses

ESOL Paraprofessional will support ELL students in classrooms with teachers and through pullout sessions.

Teachers will utilize scales and learning targets to ensure students are meeting the complexity of the standards.

Professional development will be provided for staff in the following areas: Differentiated Instruction, Learning Scales, Reading Across the Content:

Description

Learning Scales: PD will be given during Aug 2018 pre-planning in which NDHS teachers will participate in the workshop to learn how to utilize learning goals, targets, and scales to increase student achievement and promote differentiated instruction. Theresa Barrett, LRS will see that the course objective is that participants will learn how to write a learning goal, target and develop and implement Scales for the essential standards in a unit of study. They will have an Implementation Activity where teachers will create learning goals for essential standards that will be used in classroom lessons.

The Reading Across the content Area PD will be provided in a 3 hour session in October on the state wide PD day. It will be presented by Marlena Gloff-Straw, our reading interventionist, and Carla Myrie, Reading ELA teacher. This training will help teachers focus on the impact that reading has in all content areas on learning and provide the latest research, tools, and guidance necessary to ensure that reading is a part of every student's daily learning experiences. Practical strategies for formative assessments and close reading skills will be modeled and shared.

Our Differentiated Instruction PD will also be provided in a 3 hour session on the state-wide PD afternoon session. Zulma Arguelles, Science teacher and ESE Coordinator will provide PD enabling teachers to provide students effective instruction that is responsive to their learning preferences, interests, and readiness to learn. Also assist teachers in developing an organized framework for teaching and learning. It will also provide support information for teachers to be able to respond to the needs of the student providing a balance of shared, guided, and independent instructional strategies.

Person Responsible Emily Bermudez (emily.bermudez@osceolaschools.net)

Plan to Monitor Effectiveness

Description Data Analysis of common Math Assessments, Participation in Professional Development provided to NDHS staff, lesson plans, Stocktake meetings, and classroom observations

Person Responsible Tina Cafiero (christina.cafiero@osceolaschools.net)

Activity #3	
Title	Strengthen the NDHS Collaborative process to ensure that learning needs of all students are met
Rationale	Professional learning communities have been in place for several years at NDHS but have operated informally and without school-wide consistent implementation, nor commitment to the collaborative process.
Intended Outcome	Strong Professional Learning Communities that are data driven to support the academic learning goals of the school and with increased fidelity.
Point Person	Theresa Barrett (theresa.barrett@osceolaschools.net)
Action Step	
	NDHS will incorporate the following strategies to ensure that all learning communities are focusing on school initiatives
	Professional Learning communities will be organized for each content area department, and additional PLCs developed to address special NDHS needs that have been determined by administration: Post Secondary Readiness PLC, Literacy Leadership PLC, and Student and Family Engagement PLC.
Description	Designated and committed dates for PLCs to meet will be scheduled into the Annual Instructional Calendar. Department PLC's will meet the second Wednesday of each month, and the specialty PLCs will meet the third Wednesday of each month.
	The Stocktake process will be implemented at NDHS. The PLC Lead Point Person will be designated to review action plans and minutes of all PLC meetings to incorporate into discussion points with Administration through the Stocktake process.
Person Responsible	Theresa Barrett (theresa.barrett@osceolaschools.net)
Plan to Monitor Effectiveness	
Description	PLC members will analyze data of formative NDHS and state assessments. Trends, patterns and interventions will be recorded by the PLC members in their minutes and action plans. These plans and submitted minutes will be submitted to Mrs. Barrett, who will assess the information and develop agenda discussion points for Stocktake process.
	Administration will make observations in classrooms and of PLC meetings.
	Leadership Team (Stocktake) meetings will be held to discuss areas that need to be addressed.
Person Responsible	Tina Cafiero (christina.cafiero@osceolaschools.net)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 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 provides and coordinates learning support to meet the unique learning needs of students. These multi-tiered practices are shared with families to keep them informed of their child's learning progress. NDHS appoints teachers who oversee our ESE, Gifted, DE and AP programs. Through MTSS teams and PLC's, data is used to identify unique learning needs of students and provide appropriate interventions.

NDHS also contracts with the local school board to provide extra socio-emotional counseling and psychological services as needed.

In the 2016-17 school year, NDHS implemented a Mentor Program to assist with helping students with academic and personal issues. Career and college readiness will be a focus of this program as well. Over 45 mentors from the local community signed on and met with their assigned student weekly. NDHS will continue for 2018-19 to enhance this successful program and match more students with mentors.

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.

NDHS has a mandatory course for all seniors called Senior Success Initiative. Seniors must take the course that culminates in a rigorous, in-depth Senior Research Project. The students spend their time in the course researching a career of their choice, job shadowing, exploring colleges or post secondary training to support their goals, applying to post secondary schools, researching scholarships, applying for scholarships, and being exposed to professionals from the community to form networking opportunities. Ms. Dubin, the teacher

of the program also ensures that students are prepared for and take college entrance exams. The course culminates with an oral presentation to a panel of community leaders where the students presents their research project orally and through a comprehensive portfolio.

In addition, in Sept of 2016 we started the NDHS Mentor Program. Ninth and 11th grade students are matched with a local adult mentor to guide them through their high school years and to acclimate to both high school and to stay focused on preparing for the next level. The Mentor Program assists Ms. Dubin's efforts with helping students with academic and personal issues. Career and college readiness is a focus of this program as well. Over 45 mentors from the local community signed on and met with their assigned student weekly. NDHS will continue for 2017-18 to enhance this successful program and match more students with mentors.

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 C-Migrant

When Migrant children enroll, the Title I Migrant staff ensures that students receive a fair and equitable opportunity to achieve a high quality education and assistance transitioning to post-secondary education or employment.

Title I, Part D

When Neglected and/or Delinquent children enroll, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

Title II

Focused professional learning opportunities are offered in: English Language Arts, Mathematics, Instructional Pipeline and Framework Design, and Professional Learning Communities (PLC).

Title III

The Multicultural Department assists in the identification of at-risk Limited English Proficiency (LEP), immigrant, and Native American students. Research-based, comprehensive educational programs help reduce barriers that result from cultural and linguistic needs.

IDEA provides support for students with an Individual Education Plan (IEP), students identified through the Preschool Education Evaluation Program (PEEP), and students

identified through gifted screening of all second grade Title I students.

Title IV

The Student Support and Academic Enrichment (SSAE) program is intended to help to:

1. Provide a well-rounded education,
2. Improve safe and healthy school conditions and
3. Improve the use of technology in order to improve the academic achievement and digital literacy of all students. (ESEA section 4101).

Title IX

To help eliminate education barriers the District Liaison works with the school to help homeless students to enroll, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health/academic referrals and resource vouchers.

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

Supplemental district guidance counselors, paid through Title IV funds, to support elementary implementation of Project Lead the Way, and course acceleration and college and career achievement at the secondary levels. Naviance software is used at the high schools to give students the opportunity to explore career options and interests. Campus tours of Valencia College and Osceola Technical College (oTech) are offered for students in seventh and eleventh grades to learn about career options and potential areas of study.

The school offers students elective courses in the performing arts, business, technology, and career study. Many of these courses focus on job skills and offer students internships. In addition, it is recommended that all 9th - 11th grade students take our Leadership Skills Development courses so that they have opportunity to explore their interests and strengths and find careers and organizations in the community that match. We also have our mandatory Senior Success Initiative to guide seniors through the senior project, a semester long career and college research project, in which they will delve into a career interest and research it comprehensively. They will then present and oral presentation to a panel of local business leaders.

In the spring of each year, students and parents participate in a course selection process that exposes them to next year's curriculum to inform their course selection. Parents are invited to participate in the process and final course selection is sent home for parent's signature.

All students also participate in a weekly homeroom program in which career exploration and post secondary school options are discussed and researched.

Part V: Budget

Total:	\$0.00
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