

School District of Osceola County, FL

Chestnut Elementary School For Science And Engineering



2017-18 Schoolwide Improvement Plan

Chestnut Elementary School For Science And Engineering

4300 CHESTNUT ST, Kissimmee, FL 34759

www.osceolaschools.net

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	91%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	B	B*	C

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Osceola County School Board.

SIP Authority and Template

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>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Chestnut Elementary School For Science And Engineering

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The Mission of Chestnut Elementary School is "To create an engaging and respectful learning environment through open communication and collaboration which prepares each student for a successful life."

b. Provide the school's vision statement.

The Vision of Chestnut Elementary School is to provide a nurturing and collaborate learning environment to meet the needs of ALL students.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Studies show that building a positive relationship with students may foster a 1.44% increase in student achievement. For the 2017-2018 School Year, Chestnut Elementary will continue to focus on building positive relationships with ALL students and with the community. There is an expectation that our teachers and staff will encourage ALL students through verbal recognition and praise.

It is recommended that our teachers attend after school events such as Literacy Night, STEM night, Teacher/Parent Conference Night, Parent Information Night and Kindergarten Round Up. Our teachers and staff help bridge the relations with the community by being visible and readily available to answer questions or provide support parents may have.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

There are various ways that our school creates this environment:

Positive Behavior Intervention System

SWAG Stands for: Safety first, Work hard, Act Responsibly, Give Respect, This program promotes a safe, respectful, and engaging learning environment.

Color System Rewards for students who maintain appropriate behavior and work ethic

Guidance Program- Academic, Behavioral, and Emotional support

School Resource Officer

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

All classrooms implement Positive Behavior Support. Students have the opportunities to earn SWAG Bucks which is in turn used by the students in various ways to purchase items for rewards or attend special events. Such rewards include the opportunity for our students to participate in the "Snag some SWAG Wheel" where students spin a wheel and earn a random prize based on where the spinner

lands. There are days on the calendar for students to dress down. The teachers monitor color changes on a sheet and send home with the students weekly. (Need to Edit)

d. 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.

School guidance counselor leads various groups to help support students that are in need of any social-emotional support. As new students enroll, leadership looks at the enrollment form and works as a team to place any student in need of social-emotional support in the appropriate group. The School Guidance Counselor also checks in with individual students on a daily basis to provide encouragement and support.

Staff will be conducting a pep rally targeting students that are part of the Lowest Quartile. This activity is to help encourage and support our students who struggle academically and have the potential to make one year worth of growth based on the Florida Standards Assessment. The students that are part of the Stallion Nation will attend after school interventions with our teachers and with volunteers at the high school level. School leadership and teachers check in with the Stallion Nation students daily and weekly to check progress. Data will be monitored during iReady Assessments.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

We identify students who are absent one time during the first two weeks of school. This would be equivalent to missing 10% of the first ten days of school.

We are also monitoring the amount of excessive tardies and absences from school, and reminding the parents about the amount of instructional time their student loses when they are not in school. There is an attendance committee that has been established to monitor student tardiness and attendance.

b. Provide the following data related to the school's early warning system

1. 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	14	11	11	8	15	11	0	0	0	0	0	0	0	70
One or more suspensions	3	0	0	0	0	0	0	0	0	0	0	0	0	3
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	5	36	29	0	0	0	0	0	0	0	70

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		1	0	0	0	5	2	0	0	0	0	0	0	8

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

With the assistance of a District Level Liaison, the CNES Attendance Committee contacts the parents of the students after 3 unexcused absences to remind parents of the connection between attendance and academic success. Students who are tardy have to be signed in by their parents. The attendance clerk reminds parents of the unexcused absence policy after their student is tardy five times. Students are recognized and rewarded for perfect attendance.

Group and individual counseling services are provided for students who need behavioral guidance and support.

Data is analyzed and students needing academic support are provided with Tier 2 and Tier 3 interventions.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

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

2. Description

When families and schools work together, students succeed. This core belief at Chestnut Elementary School is evident in our accommodating atmosphere, our consistent communication, and our engaging events.

Atmosphere

Chestnut is fortunate to have a high level of family involvement with our Parent Teacher Organization (PTO), School Advisory Council (SAC) and our OASIS Volunteer program. Parents are invited and encouraged to attend PTO and SAC meetings. SAC meetings are the main vehicle to collaborate with parents, teachers, staff and community stakeholders to prepare the annual Parent Involvement Plan (PIP), Title I Parent-School Compact, and School Improvement Plan (SIP). All parents are invited to provide input into these important documents, and the final versions of these plans are presented to the School Advisory Council (SAC) for approval. Our volunteers assist teachers with classroom activities and resources, promote school spirit, and provide support in other areas of the school where there is a need. Chestnut has designated a special room for parents and OASIS volunteers, which offers a computer for OASIS applications, Parent Portal access, lunch applications, and other needs. It is also equipped with office supplies to aid in completing requested volunteer projects. This is the designated location for OASIS orientations and small-group parent workshops. Volunteers and Parent Leaders appreciate having an area to collaborate, connect and regroup.

Communication

Families are kept abreast of school happenings through a variety of communication tools. Each student is given a school planner to facilitate daily communication between teachers and parents. Every child is sent home with a monthly newsletter which details district and community resources, emphasizes important dates (report cards, non-school days), and reinforces school expectations. The newsletter includes a calendar highlighting fundraisers, parent meetings, and community happenings. Parents are encouraged to opt in to receive Remind text messages from our Principal as well as individual teachers. (This app allows for instant communication for school cancellations, inclement weather dismissal updates, and even positive recognition announcements.) Our Parent Liaison makes frequent use of the SchoolMessenger automated phone system to send out prerecorded

announcements and reminders to every household. The school has a digital marquee which can be utilized to share messages to parents and the entire community as they drive past our campus.

Events

Chestnut promotes family involvement through various offerings of events which cultivate positive relationships with families and build the capacity of parents to help their children at home. These events include an FSA Information Night for parents of 3rd-5th graders, Literacy Night which teaches strategies for improving reading, and the Title I STEM Family Engagement Night featuring the district's interactive STEM Mobile Lab. Each Scholastic book fair includes a special Family Night so parents can personally select appropriate books for their children. Parents who attended our "Avoiding the Summer Slide" workshop were given a copy of one of the current Sunshine State books to read with their children. Last year was our first offering of a special Parent Conference Night, which aimed to increase communication between teachers and parents on student progress. PTO sponsors a host of fun-filled, budget-friendly Movie Nights featuring newly released film titles. These events build a sense of community with families. Parents and students can count on seeing the friendly faces of our parent leaders, our Parent Liaison, our Instructional Coaches, Teachers, and our Administration at their pertinent events.

This year, we are brainstorming new ways to increase participation by parents. Ideas include having breakfast and/or lunch with their child during designated school days, becoming a recess helper, having our business partners offer giveaways of donated goods and services, and giving students a free non-uniform day as an incentive for bringing their parents to events.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

The OASIS Partners in Education program establishes ongoing relationships with local businesses and community members. This year, a new Partners in Education Coordinator has been appointed with the goal of matching businesses and organizations with identified school needs. Once partnerships are established, businesses will be featured on our school website and recognized in the school newsletter for their support. They will also be invited to volunteer and donate resources to the school. Partners in Education support the school with special promotions for students with Perfect Attendance, Honor Roll, or for being selected as a Learner of the Month. Chestnut creates opportunities for the partners to be on campus to work with students in the STEM labs as it relates to their business. Through the program, the school is able to successfully offer additional resources to parents in efforts to increase student achievement.

As a result of our efforts to build positive relationships with our families, school and community, Chestnut Elementary School has been a recipient of the Florida Department of Education's 5 Star School Award for exemplary community involvement for 6 of the last 7 years.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Confesor, Audie	Principal
Gomez, Maria	Assistant Principal
Castro, Maria	Instructional Coach
Howe, Jane	School Counselor
Rodriguez, Noricely	Instructional Coach
Rios, Evelyn	Instructional Coach
Vazquez, Milbia	Other
Syracuse, Katherine	Teacher, K-12
Klauman, Paul	Teacher, K-12
Radabaugh, Sharon	Teacher, K-12
Bowlby, Ashley	Teacher, K-12
Bennett, Dana	Teacher, K-12
Confesor, Sarah	Teacher, K-12
Morales, Michelli	Teacher, K-12
Lewis, Felisa	Other
Samaroo, Jenny	Paraprofessional

b. Duties

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

The Leadership Team will focus meetings around the critical questions: (1)What do we want the students to learn? (2) How will we know if a student has learned it? (3) How will we respond if a student hasn't learned it? (4)How will we respond when a student has learned it?

The team meets on Wednesdays at 9 AM to strengthen collaborative processes to ensure that the learning needs of all students are met. This team is made up of a diverse group of individuals that represent various departments, teachers, paraprofessionals, coaches, and administration.

The members' responsibilities include: collaborating regularly, problem solving, sharing effective practices, facilitating implementation with their peers, and making data-based instructional decisions.

2. 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.

The MTSS Problem Solving Team provides input to the School Advisory Council (SAC) and Principal to help develop and maintain the School Improvement Plan.

The team will conduct the following:

- 1). Collect & analyze data regarding Tier 1, 2, and 3 targets, including academic, attendance, behavioral, and social/emotional areas for improvement.

- 2). Help set clear expectations for instruction (Rigor, Relevance, Relationships)
- 3). Facilitate the development of a systemic approach to teaching Tier 1 (Gradual Release, Kagan Strategies, learning scales, clear and concise learning goals, and strategies to activate learning).
- 4.) Identify students needing enrichment, Tier 2 or Tier 3 interventions and assign targeted curriculum instruction to address their needs.
- 4). Align processes and procedures with essential resources (material and personnel).
- 5). Confer with teachers on a monthly basis to monitor students' progress.

Title I, Part A

To ensure students requiring additional remediation are assisted; extended learning opportunities, such as before and /or after school programs, and/or Saturday and/or summer school, are offered. The district coordinates with Title II to ensure staff development needs are provided. Learning Resource Specialists and Math/Science Coaches develop and lead programs based on Florida Standards curriculum/behavior assessment and intervention approaches.

Title I, Part C-Migrant

When Migrant children are enrolled at our school, the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. They will be contacted to help meet the needs of Migrant students, based on student achievement data, if enrolled at our school. These students will be afforded the same opportunities as all students. The liaison coordinates with Title I and other programs to ensure the student needs are met and assistance transitioning to post-secondary education or employment.

Title I Part D

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

Title II

Professional Development is provided for Math Solutions, Instructional Framework Design, CNE Literacy Project with Dr. Puig from the University of Central Florida, and the Instructional Leadership Pipeline. It is also used to focus on Professional Learning Community (PLC) development and facilitation.

Title III

The Multicultural Department assists in the identification of Limited English Proficiency (LEP), immigrants, and Native American students most at-risk in meeting state standards. Support research-based, comprehensive educational programs are used to help reduce the educational barriers that result from cultural and linguistic needs. Schools provide help for LEP, immigrants, and Native American students to achieve the same standards as developed for other students.

IDEA provides support for students with an Individual Education Plan (IEP) or 504 Plan, students identified through the Preschool Education Evaluation Program (PEEP), and students identified through the Gifted Screening Process for all second grade Title I students.

Title IX

To help eliminate barriers for education the District Homeless Education Liaison works with the school Families in Transition Liaisons to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health and academic referrals as well as vouchers for resources such as, but not limited to shoes, transportation, and school physicals.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Audie R. Confesor	Principal
Noricely Rodriguez	Teacher
Amanda Geltz	Parent
Nicole Peek	Parent
Felisa Lewis	Education Support Employee
Maria Castro	Teacher
Michelli Morales	Teacher
Paul Klauman	Teacher
Irma McFarlane	Parent
Gailo Bell-Baptist	Parent
Reena Ramdeen	Parent
Julia Pena	Parent
Dana Bennett	Teacher
Elai Camacho	Parent
Tonya Crabtree	Parent
Sean Crabtree	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

SAC members were included in updates from the school and how the data followed the School Improvement Plan designed for the current school year. (How?)

b. Development of this school improvement plan

Administration and the MTSS coach participated in a full-day Planning Session to conceptualize and solidify the 2017-2018 Targets, Goals and Action Strategies for the School Improvement Plan. This information was shared with the SAC Chair and SAC Members. During Pre-Planning this information was also shared to the staff. This was further developed during our Wednesday Battalion Meetings. By working collaboratively, administration and stakeholders have actively engaged and will continue to engage in the 8-step Problem-Solving Process.

c. Preparation of the school's annual budget and plan

In March, allocations are given to the Principal. From March until May, the Principal works with the Assistant Principal and with District Leadership to provide sufficient allocations in different areas. Also, the Principal and Assistant Principal work with the Title I budget and all decisions are based on what is needed for the school. After developing and gaining approval of the budget, SAC members were presented the school's budget and plan at the final meeting in May. The budget is also shared with the staff during Post and Pre Planning Week.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

The School Improvement Funds will be allocated to support the goal of ensuring differentiated, highly-engaging, standards-based instruction that will occur, in all classrooms, in order for learning with proficiency to be achieved by all students.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Confesor, Audie	Principal
Gomez, Maria	Assistant Principal
Rodriguez, Noricely	Instructional Coach
Howe, Jane	
Bowlby, Ashley	Teacher, K-12
Radabaugh, Sharon	Teacher, K-12
Confesor, Sarah	Teacher, K-12
Syracuse, Katherine	Teacher, K-12
Castro, Maria	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT sponsors professional development and family events to promote greater literacy achievement.

1. The team will weekly analyze school wide Formative and Summative Assessment Data in order to recognize accomplishments, and recommend timely and effective program adjustments, interventions. This is done on Wednesdays during School-Wide PLC (Stallion Battalion).
2. Principal, Assistant Principal, Literacy Coach will research to provide on-site Literacy Professional Development opportunities.
3. Literacy team will recommend and monitor Literacy School Improvement Plan objectives, strategies, and results.
4. The literacy coach will provide Literacy Family Fun Nights to promote literacy skills between home and school.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

The Wednesday schedule has been set to accommodate professional development, team planning, assembly of intervention groups, School-wide councils, and Professional Learning Communities. Teams work with their grade levels to identify essential standards and develop common assessments to gauge how students are learning. The teams work on the questions of: What do we want each student to learn? How do we know if students have learned? How will we respond if a student hasn't learned it? How will we respond when a student has learned it? Each PLC has a member of the leadership team that takes part of the grade level PLC.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Recruitment begins when CNES receives its allocations for the up and coming school year. Using the new Teacher Match software, Administration is able to locate highly qualified candidates from around the country to bring their craft to CNES.

Administration uses technology such as Skype and Face Time to conduct interviews. Administration will also travel to public areas to meet potential candidates if they are on a time constraint due to vacation or employment elsewhere.

The following programs are utilized to retain highly-qualified and effective teachers:

- School Mentoring Program
- District PD Lead Program
- Professional Development Series
- Professional Learning Communities
- Teacher Evaluation System
- Individual Professional Development Plan

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Mentor/Mentee Partnerships based on Professional Service Contract and New Teachers Status.

Donna Miller, grade 1 - Yvonne Escobar
Susan Scheub, grade 4 - Dana Bennett

School-wide Mentoring Support with Coaching Model:
Norically Rodriguez, Literacy Coach and PD Lead Facilitator
Evelyn Diaz, Math/Science Coach and STEM Coordinator
Maria Castro, MTSS Coach and LRS

Mentoring Activities:

- Mentoring Program Informal/Formal Meetings
- PD Lead Program - with Moodle Courses and New Teacher Symposium
- Professional Learning Communities, PLC, 6x monthly
- Weekly Common Planning Time per Grade Level Team
- Cooperative Planning Time with Instructional Coaches 2 x year
- Vertical Cooperative Planning 1x year
- Modeling Lesson from Instructional Coaches
- K-5 Math Solutions Professional Development Series
- K-5 Core Connections

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

All teachers have access to CPALMS, which is a web site where teachers have access to the curriculum maps, exemplar tasks/activities, and links to resources aligned with the new Florida Standards. All teachers have access to the District Wide adopted series in Reading, Math, Science, Social Studies, and Writing curriculum. All teachers have access to i-Ready, which contains standard based online lessons and instructions. In addition, i-Ready is used to assess students three times a year to ensure they are mastering grade level standards. Throughout the year, i-Ready is also used for progress monitoring to move students through the tiers of intervention. Teachers may request extra materials outside of the adopted series, but must clear with administration for approval. Extra materials will not be approved if the materials are not research-based and are not aligned to the new Florida Standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

All assessments given to students are broken down by standard and analyzed. This information is used for remediation, enrichment, and to provide multiple opportunities for the students to progress towards content mastery. All instruction will be differentiated based on the needs of each individual student. If students do not master a standard, they will receive standards-based intervention to obtain mastery.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 1,800

The Extended-Learning, After-School Program will provide additional remedial support for identified 3rd-5th graders, students from the lowest quartile known as the Stallion Nation, who need to strengthen their basic foundational reading and math skills. Students will receive additional practice with core lesson concepts, building pre-requisites, fluency, and stamina. Florida Performance Coach materials with Whole Group and Small Group Differentiated Instruction, along with computer-assisted support (iReady) will be utilized for these students.

Strategy Rationale

Research suggests that regular participation in programs that provide academic and social activities contribute positively to children's academic and social development.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Gomez, Maria, maria.gomez3@osceolaschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Program and Student Evaluation Data will be collected through the established progress monitoring instruments and timeline. Classroom teachers and grade level teams will analyze this data for common instructional needs and to develop further intervention plans for continuous improvement.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Approximately 22 students participate in the Pre-Kindergarten programs housed in our facility. This creates a natural transition throughout the school year in preparation for Kindergarten, as our students and staff share similar experiences. Our Pre-Kindergarten families are invited to attend our special events, such as Family Fun Nights and Parent Workshops.

Students entering Kindergarten and their families are encouraged to attend our annual spring Kindergarten Registration Round-Up, which provides all incoming kindergartners with an opportunity to meet our staff, tour our school, and to attend a presentation which outlines the curriculum, Grade-Level expectations and the daily schedule. Parents also have the opportunity to ask questions of our Kindergarten team. Also, our District's Title 1 Parent Center provides numerous print and manipulative materials for check-out throughout the calendar year, in addition to parent workshops on various topics to help parents develop early childhood skills and ease the successful transition to Kindergarten.

Incoming Kindergarten students are informally and formally screened prior to or upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed within basic language, math and pre-reading areas.

Florida VPK assessment data will be collected during three different testing periods throughout the year (September, January and May). This data will be used to plan academic and social/emotional needs for all students. This data will also be used to identify the students who will be placed in the Nemours intervention instruction. At the end of the year, these screening tools will show the students' academic and social/emotional growth.

STAR Early Literacy, I-Ready, and Kindergarten Readiness assessment data will be collected and analyzed by mid-September. This Data will be used to plan daily academic and social/emotional instruction for whole group instruction and for differentiated groups of students in Kindergarten. The data will also address individual students who may need intervention beyond core instruction, as well as where we can provide enrichment for students exceeding core instruction levels.

Core Kindergarten academic and behavioral instruction will include:

Daily explicit instruction

Modeling

Guided practice

Independent practice of all academic and/or social emotional skills identified by screening data.

Guided reading

Social skills instruction will occur though out the day using the Frog Street Curriculum and Florida 4 year old standards, and will be reinforced throughout the day through the use of a common language, re-teaching, and positive reinforcement of pro-social behavior and conscious discipline. In addition, these skills and standards will be reinforced through the use of the Dual Language program.

Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains.

Staff members from Discovery Middle School visit our fifth graders in the spring to provide information and expectations for middle school. They explain scheduling, and students choose their electives, and are given time to ask questions.

b. College and Career Readiness

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

All of the students in Pre-Kindergarten through 5th grade will engage in STEM Challenges in the labs and Instructional classrooms. All STEM challenges are aligned to the Next Generation Sunshine Standards (NGSS) and crosscutting concepts across the four domains of science, including Physical Science, Life Science, and Engineering Design. The STEM curriculum also integrates mathematics, ELA Standards and technology to enrich students across all subject areas.

Pre-Kindergarten through 3rd grade will spend four weeks in the labs and our 4th and 5th graders will spend six weeks in the labs. Students are involved in fields of study of the areas of Science, Technology, Engineering, and Math. The curriculum will align with the K-12 pathway students are involved as they progress into secondary education.

Experts in each of the STEM disciplines are engaged with our students. They are active through mentoring our students in the career fields whether it be in person, through Skype, or phone conferences. CNES Students are exposed each day to various careers, colleges, and technical education programs through our announcement system as well as weekly focus on a specific career and colleges that offer those programs.

All students participate in fun and interesting activities designed to create college awareness during College Week. Fifth grade students are involved in career counseling. Students have the opportunity to research the different career fields in which they have an interest, and determine the colleges or technical schools that offer those programs of interest. The students also set goals for the future based on what they determine to be their fields of interest.

CNES hosts an annual career event in which our business partners and community members speak to our students about careers and the real world connection to what they are learning. In addition, we will hold a STEM/College and Career community event at the end of the school year.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

The four STEM labs focus on various courses at each grade level based on standards and student interests.

Science: Culinary, Entomologists, Medical Skills, Archeology, Aviation, Chemistry

Technology: Graphic Arts, Presentation Skills, Podcasting, iMovie, Garage Band/Audio Engineering, Gaming

Engineering: Fabric/Wood/Paper, Structures, Balance and Motion, Variables, Models and Designs, Car Design

LEGO Lab: Students use technical reading skills to build various robotics that they learn to program.

Math: Math Systems, Mouse Bakery, Chestnut Pizza Company, Global Travel Magazine, Chestnut Design, The Lollipop Shop

**The Math STEM labs are a business complex and students plan, design, own, and operate their own businesses. This aligns with our secondary feeder schools and satisfies the business track option as our students progress.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

All of our courses in Science, Technology, Engineering, and Math are aligned with the Florida State Standards and in each STEM lab students are involved in each discipline in an integrated approach to learning with a focus on the type of career students are simulating through the coursework.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If teams work collaboratively as one cohesive unit, centered on individual student needs, then student achievement will significantly increase.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If teams work collaboratively as one cohesive unit, centered on individual student needs, then student achievement will significantly increase. **1a**

 G095544

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement - SWD	23.0
FSA ELA Achievement - ELL	41.0
ELA/Reading Lowest 25% Gains	60.0
ELA/Reading Gains	62.0
FSA ELA Achievement	55.0
FSA Math Achievement - SWD	24.0
FSA Math Achievement - ELL	35.0
Math Lowest 25% Gains	50.0
Math Gains	62.0
FSA Mathematics Achievement	62.0
Statewide Science Assessment Achievement	61.0

Targeted Barriers to Achieving the Goal **3**

- Grade level teams are not fluid in analyzing data to determine next steps.
- ESE, ELL, and lowest quartile students aren't targeted and monitored with immediate feedback.
- Lack of Tier 1 small group instruction to intervene and re-mediate/enrich immediately.
- Students in K-2 lacking foundational skills necessary to read to learn by the 3rd grade.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Grade level PLC leads
- Instructional Coaches
- Partnership with Dr. Enrique Puig (University of Central Florida)
- PLC Institute
- Partnership with Liberty High School (peer tutoring)

Plan to Monitor Progress Toward G1. **8**

Calibration Meeting

Person Responsible

Audie Confesor

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Formative and Summative Data, walkthrough data, report cards

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

 = Problem Solving Step  S123456 = Quick Key

G1. If teams work collaboratively as one cohesive unit, centered on individual student needs, then student achievement will significantly increase. **1**

 G095544

G1.B1 Grade level teams are not fluid in analyzing data to determine next steps. **2**

 B257250

G1.B1.S1 Stallion Battalion: Form a leadership team that includes teacher leaders at every grade level, representing all stakeholders (modeled after Luis Cruz, Guiding Coalition). **4**

 S272184

Strategy Rationale

When a leadership team is created that includes teacher leaders at every grade level and serves as the model for school-wide PLCs this will build capacity across all grade levels.

Action Step 1 **5**

Attend annual PLC Conference

Person Responsible

Maria Gomez

Schedule

On 7/12/2017

Evidence of Completion

PLC Binder with artifacts (essential standards, norms, goals, formative assessment data by standard)

Action Step 2 **5**

School-wide PLC: Stallion Battalion (our school leadership team comprised of grade level teacher leaders, instructional coaches and administration.

Person Responsible

Maria Gomez

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

PLC Binder with artifacts (essential standards, norms, goals, formative assessment data by standard)

Action Step 3 5

Weekly PLC with leadership facilitating/assisting PLC lead

Person Responsible

Audie Confesor

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

PLC Binder with artifacts (essential standards, norms, goals, formative assessment data by standard)

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Monitoring for full implementation of the Weekly Stallion Battalion Meeting

Person Responsible

Audie Confesor

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Walkthroughs, PLC artifacts, coaches logs

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Monitor Weekly Stallion Battalion Meetings for effectiveness

Person Responsible

Audie Confesor

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Data (i-ready, formatives, running record, attendance, behavior, report cards)

G1.B2 ESE, ELL, and lowest quartile students aren't targeted and monitored with immediate feedback. **2**

 B257251

G1.B2.S1 Stallion Nation: Students falling in the bottom quartile will be identified and grouped into an elite club called the Stallion Nation. **4**

 S272186

Strategy Rationale

Students in the bottom quartile are in need of additional academic/behavioral interventions to make adequate learning gains.

Action Step 1 **5**

Identify and group the lowest quartile, ESE, ELL students for additional intervention by instructional coaches during the day.

Person Responsible

Maria Gomez

Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

Weekly leadership team meeting will begin with an update and next steps

Action Step 2 **5**

Peer tutoring provided by Liberty High School Athletes.

Person Responsible

Michelli Morales

Schedule

Weekly, from 9/21/2017 to 3/29/2018

Evidence of Completion

attendance sheets, progress reports, report cards

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Monitoring for full implementation of lowest quartile interventions.

Person Responsible

Audie Confesor

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

walkthroughs, PLC artifacts, meeting agendas

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Monitor lowest quartile interventions for effectiveness.

Person Responsible

Audie Confesor

Schedule

Weekly, from 8/10/2017 to 5/25/2018


Evidence of Completion

Data (i-ready, formatives, running record, attendance, behavior, report cards)

G1.B3 Lack of Tier 1 small group instruction to intervene and re-mediate/enrich immediately. 2

 B257252

G1.B3.S1 Provide professional development for K-5 teachers that focuses on guided reading. 4

 S272187

Strategy Rationale

Research suggests that guided reading is a highly effective form of small group instruction. The teacher supports the reading in a way that enables students to read a more challenging text with effective processing thus expanding their reading ability.

Action Step 1 5

Guided Reading PD during pre-planning

Person Responsible

Noricely Rodriguez

Schedule

Every 2 Months, from 8/1/2017 to 5/25/2018

Evidence of Completion

Survey

Action Step 2 5

Guided Reading PD to Practice

Person Responsible

Noricely Rodriguez

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Coach Logs

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Monitor correct implementation through the Weekly Grade Level PLC Meetings

Person Responsible

Maria Gomez

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Walkthroughs, PLC artifacts, grade level meetings

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Monitor Weekly Grade Level PLC Meeting

Person Responsible

Maria Gomez

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Data (i-ready, formatives, running record, attendance, behavior)

G1.B4 Students in K-2 lacking foundational skills necessary to read to learn by the 3rd grade. **2**

 B257253

G1.B4.S1 Target foundational skills in K-2: Reading is comprised of 5 fundamental components (phonemic awareness, phonics, vocabulary, fluency and comprehension). A balanced approach must include instruction in all 5 components. **4**

 S272188

Strategy Rationale

K-2 is primarily targeting comprehension standards during the literacy block. A balanced literacy block must include the 5 components of reading as proven by research to ensure students read to learn by the 3rd grade.

Action Step 1 **5**

Professional Development with Dr. Puig of UCF to address foundational skills during guided reading.

Person Responsible

Noricely Rodriguez

Schedule

Every 2 Months, from 8/10/2017 to 5/25/2018

Evidence of Completion

Attendance, Survey

Action Step 2 **5**

Utilize District Level Coach and Literacy Coach to effectively plan and model lessons with a focus on rigor

Person Responsible

Maria Gomez

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Coach Logs, Reflective Visit Feedback

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Monitor for full implementation of Professional Development

Person Responsible

Maria Gomez

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Walkthroughs, PLC minutes, PLC artifacts, coach logs

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Monitor weekly Grade Level PLC Meeting for effectiveness

Person Responsible

Maria Gomez


















Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Data (i-ready, formatives, running record, attendance, behavior, report cards)

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B1.S1.A1  A365073	Attend annual PLC Conference	Gomez, Maria	7/10/2017	PLC Binder with artifacts (essential standards, norms, goals, formative assessment data by standard)	7/12/2017 one-time
G1.B2.S1.A2  A365077	Peer tutoring provided by Liberty High School Athletes.	Morales, Michelli	9/21/2017	attendance sheets, progress reports, report cards	3/29/2018 weekly
G1.MA1  M390922	Calibration Meeting	Confesor, Audie	8/10/2017	Formative and Summative Data, walkthrough data, report cards	5/25/2018 quarterly
G1.B1.S1.MA1  M390914	Monitor Weekly Stallion Battalion Meetings for effectiveness	Confesor, Audie	8/10/2017	Data (i-ready, formatives, running record, attendance, behavior, report cards)	5/25/2018 weekly
G1.B1.S1.MA1  M390915	Monitoring for full implementation of the Weekly Stallion Battalion Meeting	Confesor, Audie	8/10/2017	Walkthroughs, PLC artifacts, coaches logs	5/25/2018 weekly
G1.B1.S1.A2  A365074	School-wide PLC: Stallion Battalion (our school leadership team comprised of grade level teacher...	Gomez, Maria	8/10/2017	PLC Binder with artifacts (essential standards, norms, goals, formative assessment data by standard)	5/25/2018 weekly
G1.B1.S1.A3  A365075	Weekly PLC with leadership facilitating/assisting PLC lead	Confesor, Audie	8/10/2017	PLC Binder with artifacts (essential standards, norms, goals, formative assessment data by standard)	5/25/2018 weekly
G1.B2.S1.MA1  M390916	Monitor lowest quartile interventions for effectiveness.	Confesor, Audie	8/10/2017	Data (i-ready, formatives, running record, attendance, behavior, report cards)	5/25/2018 weekly
G1.B2.S1.MA1  M390917	Monitoring for full implementation of lowest quartile interventions.	Confesor, Audie	8/10/2017	walkthroughs, PLC artifacts, meeting agendas	5/25/2018 weekly
G1.B2.S1.A1  A365076	Identify and group the lowest quartile, ESE, ELL students for additional intervention by...	Gomez, Maria	8/10/2017	Weekly leadership team meeting will begin with an update and next steps	5/25/2018 daily
G1.B3.S1.MA1  M390918	Monitor Weekly Grade Level PLC Meeting	Gomez, Maria	8/10/2017	Data (i-ready, formatives, running record, attendance, behavior)	5/25/2018 weekly
G1.B3.S1.MA1  M390919	Monitor correct implementation through the Weekly Grade Level PLC Meetings	Gomez, Maria	8/10/2017	Walkthroughs, PLC artifacts, grade level meetings	5/25/2018 weekly
G1.B3.S1.A1  A365078	Guided Reading PD during pre-planning	Rodriguez, Noricely	8/1/2017	Survey	5/25/2018 every-2-months
G1.B3.S1.A2  A365079	Guided Reading PD to Practice	Rodriguez, Noricely	8/10/2017	Coach Logs	5/25/2018 weekly
G1.B4.S1.MA1  M390920	Monitor weekly Grade Level PLC Meeting for effectiveness	Gomez, Maria	8/10/2017	Data (i-ready, formatives, running record, attendance, behavior, report cards)	5/25/2018 weekly
G1.B4.S1.MA1  M390921	Monitor for full implementation of Professional Development	Gomez, Maria	8/10/2017	Walkthroughs, PLC minutes, PLC artifacts, coach logs	5/25/2018 weekly
G1.B4.S1.A1  A365080	Professional Development with Dr. Puig of UCF to address foundational skills during guided reading.	Rodriguez, Noricely	8/10/2017	Attendance, Survey	5/25/2018 every-2-months
G1.B4.S1.A2  A365081	Utilize District Level Coach and Literacy Coach to effectively plan and model lessons with a focus...	Gomez, Maria	8/10/2017	Coach Logs, Reflective Visit Feedback	5/25/2018 monthly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If teams work collaboratively as one cohesive unit, centered on individual student needs, then student achievement will significantly increase.

G1.B1 Grade level teams are not fluid in analyzing data to determine next steps.

G1.B1.S1 Stallion Battalion: Form a leadership team that includes teacher leaders at every grade level, representing all stakeholders (modeled after Luis Cruz, Guiding Coalition).

PD Opportunity 1

Attend annual PLC Conference

Facilitator

Solution Tree

Participants

Katherine Syracuse, Ashley Bowlby, Dana Bennett, Sarah Hayes, Michelli Morales, Evelyn Rios, Maria Gomez

Schedule

On 7/12/2017

G1.B3 Lack of Tier 1 small group instruction to intervene and re-mediate/enrich immediately.

G1.B3.S1 Provide professional development for K-5 teachers that focuses on guided reading.

PD Opportunity 1

Guided Reading PD during pre-planning

Facilitator

Dr. Enrique Puig, University of Central Florida (6 sessions)

Participants

All classroom teachers

Schedule

Every 2 Months, from 8/1/2017 to 5/25/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Attend annual PLC Conference	\$0.00
2	G1.B1.S1.A2	School-wide PLC: Stallion Battalion (our school leadership team comprised of grade level teacher leaders, instructional coaches and administration.	\$0.00
3	G1.B1.S1.A3	Weekly PLC with leadership facilitating/assisting PLC lead	\$0.00
4	G1.B2.S1.A1	Identify and group the lowest quartile, ESE, ELL students for additional intervention by instructional coaches during the day.	\$0.00
5	G1.B2.S1.A2	Peer tutoring provided by Liberty High School Athletes.	\$0.00
6	G1.B3.S1.A1	Guided Reading PD during pre-planning	\$0.00
7	G1.B3.S1.A2	Guided Reading PD to Practice	\$0.00
8	G1.B4.S1.A1	Professional Development with Dr. Puig of UCF to address foundational skills during guided reading.	\$0.00
9	G1.B4.S1.A2	Utilize District Level Coach and Literacy Coach to effectively plan and model lessons with a focus on rigor	\$0.00
Total:			\$0.00