

School District of Osceola County, FL

# Chestnut Elementary School For Science And Engineering



2020-21 Schoolwide Improvement Plan

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## Table of Contents

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>11</b>
<b>Planning for Improvement</b>	<b>16</b>
<b>Positive Culture &amp; Environment</b>	<b>27</b>
<b>Budget to Support Goals</b>	<b>28</b>

# Chestnut Elementary School For Science And Engineering

4300 CHESTNUT ST, Kissimmee, FL 34759

www.osceolaschools.net

## Demographics

Principal: Gary Bressler

Start Date for this Principal: 8/18/2020

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 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* White Students* Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: B (54%) 2017-18: C (48%) 2016-17: B (56%) 2015-16: B (55%)
<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>	
<b>ESSA Status</b>	N/A
* 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 Osceola County School Board.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](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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## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>11</b>
<b>Planning for Improvement</b>	<b>16</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>28</b>

# Chestnut Elementary School For Science And Engineering

4300 CHESTNUT ST, Kissimmee, FL 34759

www.osceolaschools.net

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2019-20 Title I School</b>	<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	Yes	100%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	91%

## School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	B	B	C	B

## School Board Approval

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<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.**

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."

#### **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.

### School Leadership Team

#### **Membership**

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

Name	Title	Job Duties and Responsibilities
Bressler, Gary	Principal	To be an instructional leader to the students and staff of the school. Continuously monitor the progress of students to ensure all needs are met in an improvement cycle.
Bennett, Dana	Instructional Coach	Leads the school in the area of math professional development. Analyzes school-wide data, provides resources for student interventions, and is an essential piece in providing Tier 3 interventions.
Centeno, Maritza	School Counselor	Leads the school in assisting all students in the areas of academic achievement, social/emotional development, and ensuring today's students become the productive, well-adjusted adults of tomorrow.
Maldonado, Melissa	Instructional Coach	Leads the school in the area of literacy professional development. Analyzes school-wide data, provides resources for student interventions, and is an essential piece in providing Tier 3 interventions.
Faust, Megan	Assistant Principal	Leader of monitoring student learning, ensuring fidelity of all programs, and providing support to all staff and students as it relates to instructional needs.
Figueroa, Yamila	Other	ESOL Compliance Specialist - Leads the school in the area of ELL professional development. Analyzes school-wide data, provides resources for student interventions, and is an essential piece in ensuring all ELL student needs are met at the compliance and instructional level. In addition, leads the school in the implementation of AVID strategies in grades K-5.
Vazquez, Milbia	Other	Resource Compliance Specialist - Ensures compliance of ESE student's IEPs as well as monitors student progress and provides recommendations to the Leadership Team.
Jabiel, Blacina	Instructional Coach	Oversees the scheduling and implementation of all Tiered interventions in grades PK-5.

## Demographic Information

### Principal start date

Tuesday 8/18/2020, Gary Bressler

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

19



**Total number of teacher positions allocated to the school**

71

**Demographic Data**

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 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* White Students* Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: B (54%) 2017-18: C (48%) 2016-17: B (56%) 2015-16: B (55%)
<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>	
<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

**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	96	95	91	126	120	124	0	0	0	0	0	0	0	652
Attendance below 90 percent	39	52	43	50	55	62	0	0	0	0	0	0	0	301
One or more suspensions	1	1	4	1	0	7	0	0	0	0	0	0	0	14
Course failure in ELA	0	0	4	4	1	0	0	0	0	0	0	0	0	9
Course failure in Math	0	0	2	2	2	0	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math 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	1	1	4	5	9	10	0	0	0	0	0	0	0	30

**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	2	6	2	2	1	0	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Tuesday 8/18/2020

**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	
Number of students enrolled	100	98	113	125	120	126	0	0	0	0	0	0	0	682
Attendance below 90 percent	0	0	1	0	2	0	0	0	0	0	0	0	0	3
One or more suspensions	0	0	0	0	6	3	0	0	0	0	0	0	0	9
Course failure in ELA or Math	0	0	1	13	6	3	0	0	0	0	0	0	0	23
Level 1 on statewide assessment	0	0	0	2	11	15	0	0	0	0	0	0	0	28

**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	1	1	3	0	0	0	0	0	0	0	5

**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	3	4	1	0	0	0	0	0	0	0	0	0	0	8
Students retained two or more times	2	0	0	1	0	0	0	0	0	0	0	0	0	3

**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	
Number of students enrolled	100	98	113	125	120	126	0	0	0	0	0	0	0	682
Attendance below 90 percent	0	0	1	0	2	0	0	0	0	0	0	0	0	3
One or more suspensions	0	0	0	0	6	3	0	0	0	0	0	0	0	9
Course failure in ELA or Math	0	0	1	13	6	3	0	0	0	0	0	0	0	23
Level 1 on statewide assessment	0	0	0	2	11	15	0	0	0	0	0	0	0	28

**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	1	1	3	0	0	0	0	0	0	0	5

**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	3	4	1	0	0	0	0	0	0	0	0	0	0	8
Students retained two or more times	2	0	0	1	0	0	0	0	0	0	0	0	0	3

**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	54%	53%	57%	53%	53%	55%
ELA Learning Gains	50%	56%	58%	60%	55%	57%
ELA Lowest 25th Percentile	57%	51%	53%	56%	53%	52%
Math Achievement	61%	55%	63%	60%	57%	61%
Math Learning Gains	59%	59%	62%	58%	58%	61%
Math Lowest 25th Percentile	50%	45%	51%	46%	49%	51%
Science Achievement	47%	49%	53%	59%	54%	51%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

#### Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	58%	51%	7%	58%	0%
	2018	61%	51%	10%	57%	4%
Same Grade Comparison		-3%				
Cohort Comparison						
04	2019	45%	51%	-6%	58%	-13%
	2018	51%	48%	3%	56%	-5%
Same Grade Comparison		-6%				
Cohort Comparison		-16%				
05	2019	46%	48%	-2%	56%	-10%
	2018	46%	50%	-4%	55%	-9%
Same Grade Comparison		0%				
Cohort Comparison		-5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	65%	54%	11%	62%	3%
	2018	65%	51%	14%	62%	3%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	54%	53%	1%	64%	-10%
	2018	48%	53%	-5%	62%	-14%
Same Grade Comparison		6%				
Cohort Comparison		-11%				
05	2019	50%	48%	2%	60%	-10%
	2018	45%	52%	-7%	61%	-16%
Same Grade Comparison		5%				
Cohort Comparison		2%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	45%	45%	0%	53%	-8%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	50%	49%	1%	55%	-5%
Same Grade Comparison		-5%				
Cohort Comparison						

### 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	27	43	50	38	51	52	26				
ELL	38	47	60	52	59	52	32				
BLK	55	48		47	56	40	42				
HSP	50	52	60	63	59	53	45				
WHT	68	42		68	58		50				
FRL	48	49	61	54	54	46	40				
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	23	44	32	29	19	5	6				
ELL	33	54	41	33	29	24	31				
BLK	60	68	67	60	36	20	52				
HSP	55	62	47	55	41	22	57				
WHT	61	59		55	47		60				
FRL	52	58	47	52	38	20	51				
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	8	48	53	20	30	25	9				
ELL	35	53	55	47	55	57	32				
BLK	48	60	55	58	67		67				
HSP	54	59	55	59	54	42	57				
WHT	52	63		70	81						
FRL	45	55	53	51	56	45	53				

### 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)	N/A
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO

<b>ESSA Federal Index</b>	
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	54
Total Points Earned for the Federal Index	432
Total Components for the Federal Index	8
Percent Tested	100%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	41
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
<b>English Language Learners</b>	
Federal Index - English Language Learners	49
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Native American Students</b>	
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%	0
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	48
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	55
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	57
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## 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.**

Science - We believe that there were many STEM activities without the link to the content, concepts, and standards. This is also inconsistent across all grade levels.

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

ELA Learning gains - Inconsistent Tier 1: Lack of teachers' standards knowledge, lack of student engagement with the standards, and inconsistent differentiation with on the spot student feedback.

**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.**

4th Grade ELA (CNES: 45% State: 58%): Inconsistent Tier 1: Lack of teachers' standards knowledge, lack of student engagement with the standards, and inconsistent differentiation with on the spot student feedback.

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

Math learning gains: Tiered math interventions, consistent and done with fidelity.  
Coaches developed Tier 3 pullout support using Do the Math.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?**

Red Flags: Discrepancies between coarse failure and ELA Level 1 (Teacher grades/ expectations versus actual standards instruction and mastery)  
Attendance: 93 students absent more than 18 days.  
Multiple EWS indicators: 45 (4th and 5th grade) have 2 or more indicators

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

- 1.Science Tier 1 and interventions
2. ELA Tier 1
3. PBIS: Tier 1 and interventiosn
- 4.
- 5.

**Part III: Planning for Improvement**

**Areas of Focus:**



**#1. Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale:** Ensure high levels of learning for all students in Literacy.  
 If we develop all ELA teachers' capacity in literacy instruction by promoting the schoolwide use of appropriate instructional strategies and utilizing student data to be able to effectively differentiate instruction, then achievement gaps will gradually lessen and reading proficiency will increase across all grade levels.

**Measurable Outcome:** Based on the 2020 FSA Administration, at least 62% of the students will achieve a level 3 or higher. Learning Gains will meet or exceed 58%. Lowest 25% will meet or exceed 65%. This equates to an 8% increase in all areas of ELA.

**Person responsible for monitoring outcome:** Melissa Maldonado (melissa.maldonado@osceolaschools.net)

**Evidence-based Strategy:** Research findings have shown that one of the most effective methods for teaching reading is the guided reading method which forms an integral part of the balanced literacy approach adopted by our district. Through the strategic use of the guided reading framework during the literacy block, teachers can utilize information obtained from running records to identify individual student reading deficiencies and address those needs in a small group setting.

The analysis of student assessment data serves a critical role in teacher decision making and meeting the diverse needs of individual students. Additionally, collaborative analysis of formative and summative assessment to adjust instruction produces significant learning gains for all students, including those with disabilities. Research also indicates that the MTSS model and differentiating appropriately has a great effect on student achievement.

**Rationale for Evidence-based Strategy:** Research illustrates a correlation between student achievement and the development of an achievable, rigorous, aligned curriculum. Additionally, schools that consistently utilize common assessments have the greatest student achievement. The use of common formative assessments, when well implemented, can effectively double the speed of learning, (Williams, 2007), (Marzano, 2003).

**Action Steps to Implement**

District ELA formatives will be administered to K-5. Data from the formatives will be analyzed to inform instructional decisions.

Implement an ELL and ESE Task Force to monitor the ELLs/ESE progress, data, grades, and interventions. The ELL Task Force will meet monthly and this information will be brought back to Stocktake.

Collaborate with MTSS Coach, ESOL Compliance Specialist, and RCS on all student needs to ensure tier interventions are prescriptive. All interventions delivered to students will be research-based and monitored for student growth. The data collected will then be addressed at our monthly MTSS meetings.

Professional Development will be conducted to build teacher capacity and ensure highly effective ELA core, small group instruction, and Guided Reading instruction.

ELA instruction will be monitored through weekly walkthroughs by coach and administration with feedback provided.

**Person Responsible** Melissa Maldonado (melissa.maldonado@osceolaschools.net)

**#2. Instructional Practice specifically relating to Math**

<b>Area of Focus Description and Rationale:</b>	Ensure high levels of Mathematics achievement for all students. Developing teachers' understanding of mathematics instruction and content knowledge of mathematics, using differentiated mathematics, and using Read, Write, Talk, Solve will improve academics across the grade levels as well as meeting the needs to all the students. Based on the 18-19 comparison data, FSA Math Proficiency improved from 56% to 61% and Learning Gains from 40% to 59%.
<b>Measurable Outcome:</b>	Based on the 2020 FSA Administration, the mathematics proficiency will increase to at least 69% of the students will achieve a level 3 or higher here at Chestnut Elementary School. There will be an increase in percentage of students scoring a 3,4, and 5 on FSA Mathematics Assessment and they will exceed the state's mean in 2020, including the ESE and ELL subgroups. The Learning Gains in 2020 will meet or exceed 67% (and increase from 59%) and the Lowest 25% will meet or exceed 58% (and increase from 50%). This equates to an 8% increase in all areas of mathematics.
<b>Person responsible for monitoring outcome:</b>	Dana Bennett (dana.bennett@osceolaschools.net)
<b>Evidence-based Strategy:</b>	Assess and Differentiate in Tier 1  Our math curriculum lends itself to provide time to assess and differentiate students within Tier 1 instruction. By using a quick formative and the data during instruction, the teacher will know right away which student needs more assistance and which student needs to be enriched. This will provide the opportunity for teachers to reteach and extend the lesson taught.
<b>Rationale for Evidence-based Strategy:</b>	The analysis of student assessment data serves a critical role in teacher decision making and meeting the diverse needs of individual students. Additionally, collaborative analysis of formative and summative assessment to adjust instruction produces significant learning gains for all students, including those with disabilities. Research also indicates that the MTSS model and differentiating appropriately has a great effect on student achievement.  Studies show that the analysis of student assessment data serves a critical role in teacher decision making and meeting the diverse needs of individual students. Additionally, collaborative analysis of formative and summative assessments to adjust instruction produces significant learning gains for all students, including those with disabilities. Marzano (2003), Reeves (2010), Dufour, et al (2010)

**Action Steps to Implement**

As needed, math coach will support teacher teams will collaborate during PLCs for the purpose of analyzing and reflecting student Math data to meet student's needs and provide intervention and enrichment where needed.

Teachers will utilize SchoolCity to analyze grade level formative assessments and District formative assessments that are given every four and a half weeks.

Teachers will integrate Tier 2 differentiation within the Tier 1 instruction, through the use of Pearson and ELlevation. This will assist in closing gaps and clearing up mathematical misconceptions.

Math Professional Development will be conducted throughout the year to foster shared knowledge of

highly effective Mathematical standards based instruction and cognitively meaningful tasks.

Coaching and mentoring will be conducted for teachers/teams who are struggling, and additional support will be given to ensure effective Mathematical instruction is taking place.

Collaborate with the ESE/ELL task-force to monitor the learning and gains throughout the school year.

**Person Responsible** Dana Bennett (dana.bennett@osceolaschools.net)

Administrators will monitor instruction and PLCs through frequent walk throughs.

**Person Responsible** Megan Faust (megan.faust@osceolaschools.net)

### #3. Instructional Practice specifically relating to Science

**Area of Focus Description and Rationale:**

Ensure high levels of Science achievement for all students.

If there is an engaging science environment and teachers are confident with the understanding of the Science content then the student achievement will increase in grades K-5. Based on the 18-19 comparison data, NGSSS Statewide Science Assessment 47% of students were proficient, which is a decrease from the 17-18 year of 52%.

**Measurable Outcome:**

Based on the 2020 FSA Administration, the Science proficiency will increase to at least 57% of the students will achieve a level 3 or higher here at Chestnut Elementary. They will exceed the state's mean in 2020, including the ESE and ELL subgroups.

**Person responsible for monitoring outcome:**

Dana Bennett (dana.bennett@osceolaschools.net)

**Evidence-based Strategy:**

The science curriculum must be made relevant to students by framing lessons in contexts that give facts meaning, teach concepts that matter in students' lives, and provide opportunities for solving complex problems.

**Rationale for Evidence-based Strategy:**

Students who manipulate scientific ideas using hands-on/minds-on strategies and activities are more successful than peers who are taught by teachers relying primarily on lecture and the textbook (Lynch & Zenchak, 2002).

#### Action Steps to Implement

Collaborating with Teacher teams in PLCs to analyze and reflect on student Science data. This will ensure that we are planning to meet student's academic needs through whole group and small group instruction.

Planning lessons using the 5E Model and aligning instruction to the Science standards.

Ensuring the use of collaborative structures and vocabulary strategies are used within instruction to promote not only engagement among students, but promote a learning environment for ELL and ESE students.

Teachers will utilize SchoolCity to analyze grade level formative and District progress monitoring throughout the year.

Science Professional Development will be conducted to share knowledge of effective science instruction.

Implement coaching and mentoring cycles in science content and instruction for teacher/teams who are struggling, and additional support will be given to ensure standards based instruction is taking place.

Collaborate with the ESE/ELL task-force to monitor the learning and gains throughout the school year.

**Person Responsible**

Dana Bennett (dana.bennett@osceolaschools.net)

Administrators will monitor PLCs and science instruction through weekly walkthroughs.

**Person Responsible**

Megan Faust (megan.faust@osceolaschools.net)

**#4. Other specifically relating to Post Secondary Culture for All Students**

**Area of Focus** Ensure a schoolwide post secondary culture for all students.

**Description and Rationale:** If an AVID schoolwide culture is evident, then we will shift beliefs and behaviors, resulting in an increase of students continuing on their pathway to college readiness.

Based on the 2020 FSA Administration, at least 62% of the students will achieve a level 3 or higher.  
 Learning Gains will meet or exceed 58%. Lowest 25% will meet or exceed 65%. This equates to an 8% increase in all areas of ELA.

**Measurable Outcome:** Based on the 2020 FSA Administration, at least 69% of the students will achieve a level 3 or higher. Learning Gains will meet or exceed 67%. Lowest 25% will meet or exceed 58%. This equates to an 8% increase in all areas of mathematics.

Based on the 2020 FSA Administration, at least 55% of the students will achieve a level 3 or higher.

**Person responsible for monitoring outcome:** Yamila Figueroa (yamille.figueroa@osceolaschools.net)

**Evidence-based Strategy:** WICOR strategies employed in K-5. As part of the District's initiative of Read, Write, Talk, Solve, students will be engaged in W(writing), I (inquiry), C (collaboration), O (organization), R (reading). WICOR encompasses all evidence-based strategies that ultimately raise student achievement outcomes through its implementation. The WICOR strategies are part of the keys to success for all students through AVID. Through the students' use and ownership of WICOR, students will be better prepared for post-secondary education.

Schools with a strong future orientation, that engage all students in planning for life after graduation. With effective school-based teams that are anchors of implementing postsecondary work. Which shape a culture of success in which students aspire to a quality life beyond school. Then in such schools, students will fully participate in their academic and personal development to access a variety of opportunities to meet their needs.

**Rationale for Evidence-based Strategy:** Students should be supported in their efforts to reflect on their future and should have multiple opportunities to do so. A school culture committed to promoting students' aspirations for continuing their education must expand beyond just lessons student alone (Poliner & Lieber 2004)

**Action Steps to Implement**

Embed an ELL Task Force in the Stallion Battalion to provide guidance and development of plan of actions that respond to the needs of the ELL students. This task force will help the school move forward strategically and thoughtfully to improve the instruction of ELL students through an examination of best practices.

Facilitate AVID PLCs every month to display students work, share AVID glows and grows and model a new WICOR strategy. AVID site team members will demonstrate AVID strategies during team meetings

and planning.

Provide Professional development opportunities to non-AVID trained teachers to incorporate WICOR strategies into their daily lessons.

Promote college readiness school wide. Provide planning time in order to implement AVID in reading and math core instruction. Instructional coaches and AVID Site Team leads will support planning . Identify modeled classrooms for teachers to visit.

**Person Responsible** Yamila Figueroa (yamille.figueroa@osceolaschools.net)

**#5. Instructional Practice specifically relating to Professional Learning Communities**

<b>Area of Focus</b>	Strengthen collaborative processes to ensure that the learning needs of all students are met.
<b>Description and Rationale:</b>	If teachers work collaboratively to evaluate student data, monitor progress to guide instruction, and produce engaging lessons and interventions using best practices, then student achievement will increase.
<b>Measurable Outcome:</b>	100% of PLC teams will reach and maintain a Stage 5 or higher on the PLC Assessment Stages Tool.
<b>Person responsible for monitoring outcome:</b>	Blacina Jabel (blacina.jabel@osceolaschools.net)
<b>Evidence-based Strategy:</b>	The Guiding Coalition (Stallion Battalion) will meet monthly to create a culture of collective responsibility. Leadership Team will be present and support all grade level teams weekly through their PLCs and common planning. Administration will use the PLC assessment stage monitoring tool three times per year to assess team progress and provide feedback for improvement. School Stocktake Model will take place monthly to report to Leadership team on the progress of PLC teams.  Great leaders understand that teachers know what their students-and wt, at they themselves-need to succeed. When teachers are involved in examining data and making important decisions based on data that
<b>Rationale for Evidence-based Strategy:</b>	inform how they continuously improve their schools, leadership teams can ensure that everyone in the building is focused on the core business of the school-improving student learning outcomes. When teachers work together in teams, they coach each other, learn from one another, and become experts in specific areas. This team dynamic-in which everyone plays a role and is valued-provides them with a safe space to refine their practices to improve student outcomes. It also boosts teacher morale, making it more likely that good teachers will stay in the profession longer. In these collaborative environments, transparency of practice and data are expected to help drive improvement (Gates Foundation 2019).

**Action Steps to Implement**

Implementation of the Schools' Guiding Coalition to build capacity of PLC leads, create a culture of collective responsibility, and carry out ELL, ESE, and PBIS task force to ensure all students are learning at high levels.

Support PLC teams on the PLC stages. School PLC teams will meet at least 6 times per month for the purpose of assessing, analyzing, reflection, and revising plans on course progression of individual student's need.

School based coaches support all PLCs and common planning to monitor Tier 1 differentiation and flexible groupings for Tier 2/Tier 3 interventions. Monitor extension/enrichment for Tier 1 students to deepen students understanding of grade level content. School city will be used by each PLC team for the purpose of assessing, analyzing, reflecting, and revising plans on course progression of individual student's needs.

**Person Responsible** Blacina Jabel (blacina.jabel@osceolaschools.net)



Monitor the provision of Tier 1, Tier 2, and Tier 3 instruction during behavior intervention time each week. Determine the effectiveness and next steps for PBIS. School counselor and administration provide support and feedback of PBIS and behavior intervention.

**Person Responsible** Blacina Jabel (blacina.jabel@osceolaschools.net)

**#6. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**

**Area of Focus Description and Rationale:** ESSA data showed in 2018-2019 the school had zero subgroups below the ESSA level 41%. This affected proficiency and student achievement seen throughout the state reporting school data. This will continue to be an area of focus so we can ensure that we are increasing student achievement for all of our students.

**Measurable Outcome:** ESSA data for 2018-2019 showed that ESE - 41% ELL-49% Black African American -48%. In 2020-2021, our subgroups data will increase by 5% each with ESE achieving 46%, ELL achieving 51%, and Black African Americans will increase to 53%.

**Person responsible for monitoring outcome:** Blacina Jabel (blacina.jabel@osceolaschools.net)

**Evidence-based Strategy:** Teachers will differentiate instruction in academically diverse classrooms seeking to provide appropriately challenging learning experiences for all their students.

**Rationale for Evidence-based Strategy:** Tomlinson and Imbeau (2010) describe differentiation as creating a balance between academic content and students' individual needs. They suggest that this balance is achieved by modifying four specific elements related to curriculum:

- Content - the information and skills that students need to learn
- Process - how students make sense of the content being taught
- Product - how students demonstrate what they have learned
- Affect - the feelings and attitudes that affect students' learning

**Action Steps to Implement**

1. Teachers, that share common planning, will participate in weekly PLC meetings that will focus on the development of both standardized lesson plans and common assessments for all students.
2. PLC meetings will be supported and work in conjunction with the instructional coaches.
3. Teachers will focus on creating learning goals and targets for individual students.
4. Teachers will participate in professional development that focuses instructional strategies that scaffold content for ELL and ESE subgroups. Professional development training will include AVID WICOR strategies, ELLEVATION training, and ESE support strategies.
5. The ELL and ESE support in classroom will occur through the collaboration of ESOL compliance specialist and RCS ensuring students are supported in all courses by providing ELL and ESE instructional strategies and professional development for teachers.
6. Students will participate in targeted intervention Tier 1, 2, & 3.

**Person Responsible** Blacina Jabel (blacina.jabel@osceolaschools.net)

**#7. Culture & Environment specifically relating to Social Emotional Learning**

**Area of Focus Description and Rationale:** Well-implemented programs designed to foster SEL are associated with positive outcomes, ranging from better test scores and higher graduation rates to improved social behavior. Social-emotional competencies include skills, such as the ability to collaborate and make responsible decisions; mindsets, such as thinking positively about how to handle challenges; and habits, such as coming to class prepared.

**Measurable Outcome:** 2018-2019 SEL Climate Survey showed of students answered favorable for school belonging. In 2020-2021 this question will be increased 10%.

**Person responsible for monitoring outcome:** Maritza Centeno (maritza.centeno@osceolaschools.net)

**Evidence-based Strategy:** Students are diverse in their learning styles and needs. It is essential to assess individual learning styles and be flexible in time management to allow for meeting these different needs.

**Rationale for Evidence-based Strategy:** Social and Emotional learning (SEL) is not based on prescribed curricula; Instead it is an approach that reflects a set of teaching strategies and practices that are student-centered. They use teaching techniques that build on students' current knowledge and skills (Gardner, 1983).

**Action Steps to Implement**

1. Teachers and staff will plan activities that are engaging and relevant to students. Identify and building on students' individual assets and passions.
2. Teacher will plan to build an environment of belonging.
3. Teachers will increase student input and voice through planning and reflection activities.
4. Teachers will encourage and facilitate student's shared decision-making through concensus/action planning.
5. Teachers will use active learning strategies like hands-on, experiential, and project-based activities.
6. Teacher will integrate SEL strategies into their curriculum, such as, self management, self confidence, self efficacy, and social awareness where applicable.
7. Teachers will facilitate peer learning and teaching - cooperative learning.
8. School will develop structures, relationships, and learning opportunities that support students' SE development.
9. All surveys will be analyzed to identify schools interventions that will support SEL/schoolwide plan be developed.
10. The leadership team will review monthly behavior data for subgroups and develop interventions.

**Person Responsible** Maritza Centeno (maritza.centeno@osceolaschools.net)

**Additional Schoolwide Improvement Priorities**

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

**Red Flags: Discrepancies between course failure and ELA Level 1 (Teacher grades/ expectations versus actual standards instruction and mastery) - Will be addressed by Leadership with grade levels during PLCs. This will also be consistently monitored through MTSS meetings held each month where will be discussing student progress and compare with current classroom observation and grade data.**

**Attendance: 93 students absent more than 18 days.**

**This will be addressed by our Attendance Clerk who has already begun to contact these families and will place these families on Attendance Contracts if there is no improvement in student attendance.)**

**Multiple EWS indicators: 45 (4th and 5th grade) have 2 or more indicators.**

**Teachers and Leadership Team will be tasked with monitoring the EW students with 2 or more indicators on a continual basis. This will become a part of our MTSS conversations each month to ensure that these 45 students are moving in a positive direction.**

## Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

The school engage families, students, and all faculty in a shared understanding of academic and behavioral expectations and high-quality instruction, and hold staff responsible for implementing any changes. It frequently

communicate high expectations for all students (e.g., "All students are college material"). Leaders demonstrate

how those beliefs manifest in the school building. For example:

- Collaborative planning is solutions-oriented and based in disaggregated data
- Student work is displayed throughout school
- All students are enrolled in college- and career-ready prep curriculum

A clear code of conduct for students and adults with input from students, families, and school personnel has been

created. Teachers meet in PLCs weekly to routinely examine disaggregated data to look for themes/patterns among student groups. This data and the following, discipline referrals or incident reports, in-and out-of-school

suspension, and attendance also forms the basis for discussions of what's working (or not) for particular groups

within a school and what needs to be done. Such as, Establishing specific strategies, but attainable for reducing disproportionate discipline with staff, student, and family input. Implementing evidence-based alternatives to exclusionary discipline (e.g., restorative practices and positive behavioral supports) and provide ongoing training and feedback to teachers on implementing these approaches. The administration ensures that teachers have resources, training, and ongoing support to meet them and provides frequent, constructive feedback, and, actively make themselves available to teachers and staff. The leadership team actively solicit staff feedback on schoolwide procedures and create opportunities for teachers to assume leadership roles. They also structure the master schedule to include collaborative planning and ensure it is rooted in data on student progress and interests. The school provides orientation for new teachers and ongoing support from a mentor teacher. Teachers establish and practice clear expectations and classroom procedures, and provide frequent feedback to students, and encourage students to be caring and respectful to one another and teachers model such interactions in the classroom. The schools, curriculum and teachers' lesson plans draw on the diverse interests and experiences of students. The school has established an infrastructure to support family engagement, such as a decision-making SAC council. It reaches out to families and the community early and often - not just when there is an issue. Seeking input from families on how the school can support students, and follow up with what's being done as a result. We also ensure that logistics of parent/teacher conferences and other school events enable all parents to participate (schedule to accommodate varied work hours, offer translation, and provide food and childcare). It is a priority for the school to intentionally engage with families of historically under served students (e.g., by providing opportunities for small-group conversations with school leaders). Finally, The school provides all teachers with training on social and emotional skills, culturally competent, and management.

**Parent Family and Engagement Plan (PFEP) Link**

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

**Part V: Budget**

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$16,659.45
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100		0957 - Chestnut Elem School Science And Engineering	Title, I Part A		\$4,500.00
			<i>Notes: MyOn reading program</i>			

	5100		0957 - Chestnut Elem School Science And Engineering	Title, I Part A		\$29.99
<i>Notes: Support Coach 1st Grade TE</i>						
	5100		0957 - Chestnut Elem School Science And Engineering	Title, I Part A		\$14.99
<i>Notes: FL Performance Coach 4th Grade TE</i>						
	5100		0957 - Chestnut Elem School Science And Engineering	Title, I Part A		\$29.99
<i>Notes: CC Support Coach 2nd Grad TE</i>						
	5100		0957 - Chestnut Elem School Science And Engineering	Title, I Part A		\$14.99
<i>Notes: FL Performance Coach 5th Grade TE</i>						
	5100		0957 - Chestnut Elem School Science And Engineering	Title, I Part A		\$203.09
<i>Notes: FL Support Coach Reading 3rd Grade TE</i>						
	5100		0957 - Chestnut Elem School Science And Engineering	Title, I Part A		\$6.00
<i>Notes: Ready ELA 4th Grade TE</i>						
	5100		0957 - Chestnut Elem School Science And Engineering	Title, I Part A		\$6.00
<i>Notes: Ready ELA 5th Grade TE</i>						
	5100		0957 - Chestnut Elem School Science And Engineering	Title, I Part A		\$3,750.00
<i>Notes: Literacy Footprints First Grade Kit</i>						
	5100		0957 - Chestnut Elem School Science And Engineering	Title, I Part A		\$2,025.00
<i>Notes: Literacy Footprints Third Grade Kit</i>						
	5100		0957 - Chestnut Elem School Science And Engineering	Title, I Part A		\$488.75
<i>Notes: Next Step Guided Reading K-2</i>						
	5100		0957 - Chestnut Elem School Science And Engineering	Title, I Part A		\$488.75
<i>Notes: Next Step Guided Reading 3-5</i>						
	5100		0957 - Chestnut Elem School Science And Engineering	Title, I Part A		\$2,860.00
<i>Notes: Ready LAFS ELA Instruction Books - 220 (3rd-5th)</i>						
	5100		0957 - Chestnut Elem School Science And Engineering	Title, I Part A		\$1,313.00
<i>Notes: Ready ELA Assessment - 245 books (3rd-5th)</i>						
	5100		0957 - Chestnut Elem School Science And Engineering	Title, I Part A		\$661.50
<i>Notes: Corrective Reading B2 workbooks (30)</i>						

	5100		0957 - Chestnut Elem School Science And Engineering	Title, I Part A		\$92.50
			<i>Notes: Common Core Support Coach Reading (10)</i>			
	5100		0957 - Chestnut Elem School Science And Engineering	Title, I Part A		\$174.90
			<i>Notes: Common Core Support Coach Reading Grade 3</i>			
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Math</b>				<b>\$9,160.85</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100		0957 - Chestnut Elem School Science And Engineering	Title, I Part A		\$8,350.00
			<i>Notes: Dreambox Learning</i>			
	5100		0957 - Chestnut Elem School Science And Engineering	Title, I Part A		\$29.99
			<i>Notes: Support Coach 1st Grade TE</i>			
	5100		0957 - Chestnut Elem School Science And Engineering	Title, I Part A		\$39.80
			<i>Notes: Support Coach 2nd Grade Math TE</i>			
	5100		0957 - Chestnut Elem School Science And Engineering	Title, I Part A		\$263.61
			<i>Notes: Number Worlds TE Level H</i>			
	5100		0957 - Chestnut Elem School Science And Engineering	Title, I Part A		\$0.00
			<i>Notes: Number Worlds TE Level H</i>			
	5100		0957 - Chestnut Elem School Science And Engineering	Title, I Part A		\$63.66
			<i>Notes: Number Worlds F2 - 5 packs</i>			
	5100		0957 - Chestnut Elem School Science And Engineering	Title, I Part A		\$95.49
			<i>Notes: Number Worlds E Unit 1, 3, 4 - 5 packs</i>			
	5100		0957 - Chestnut Elem School Science And Engineering	Title, I Part A		\$159.15
			<i>Notes: Number Worlds D Unit 1, 3, 4 - 5 packs</i>			
	5100		0957 - Chestnut Elem School Science And Engineering	Title, I Part A		\$159.15
			<i>Notes: Number Worlds H Unit 1, 3, 4 - 5 packs</i>			
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Science</b>				<b>\$9,467.01</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100		0957 - Chestnut Elem School Science And Engineering	Title, I Part A		\$92.50
			<i>Notes: Buckle Down 3D Science for the 21st Century</i>			
	5100		0957 - Chestnut Elem School Science And Engineering	Title, I Part A		\$3,500.00

			<i>Notes: Penda Learning</i>		
	6400		0957 - Chestnut Elem School Science And Engineering	Title, I Part A	\$4,000.00
			<i>Notes: Stipend Pay for Teachers - 40 Teachers for preplanning</i>		
	6400		0957 - Chestnut Elem School Science And Engineering	Title, I Part A	\$306.00
			<i>Notes: Stipend Benefits (SS) Calculation for Teachers</i>		
	6400		0957 - Chestnut Elem School Science And Engineering	Title, I Part A	\$1,333.20
			<i>Notes: OPS Contract Pay for Employee Workshop Facilitator</i>		
	6400		0957 - Chestnut Elem School Science And Engineering	Title, I Part A	\$133.32
			<i>Notes: OPS Benefits (Retirement) Calculation for Employee Workshop Facilitator</i>		
	6400		0957 - Chestnut Elem School Science And Engineering	Title, I Part A	\$101.99
			<i>Notes: OPS Benefits (SS) Calculation for Employee Workshop Facilitator</i>		
<b>4</b>	<b>III.A.</b>	<b>Areas of Focus: Other: Post Secondary Culture for All Students</b>			<b>\$0.00</b>
<b>5</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Professional Learning Communities</b>			<b>\$0.00</b>
<b>6</b>	<b>III.A.</b>	<b>Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups</b>			<b>\$0.00</b>
<b>7</b>	<b>III.A.</b>	<b>Areas of Focus: Culture &amp; Environment: Social Emotional Learning</b>			<b>\$0.00</b>
<b>Total:</b>					<b>\$35,287.31</b>