School District of Osceola County, FL

Bellalago Charter Academy

2021-22 Schoolwide Improvement Plan

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Bellalago Charter Academy

3651 PLEASANT HILL RD, Kissimmee, FL 34746

www.osceolaschools.net

Demographics

Principal: Melanie Cleveland

Start Date for this Principal: 6/1/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	94%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (55%) 2017-18: B (58%) 2016-17: B (59%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-8	Yes	80%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	87%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

School Board Approval

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SIP Authority

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

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our Mission at Bellalago Academy is to achieve lifelong learning by exploring education that is anchored in excellence.

Provide the school's vision statement.

We, the Mariners of Bellalago Academy, will accomplish our mission by creating a challenging learning environment, fostering mutual respect, honoring diversity, and establishing a safe, nurturing community.

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Rasmussen, Jonathan	Principal	Responsible for the operation and management of all activities and functions which occur within the school; all aspects of student achievement, instructional leadership, organizational leadership as well as professional ethical behavior. Responsible to develop positive school-community relations including contacts with parents, community groups, other educational agencies, school officials and the general public.
Torres, Millie	Assistant Principal	Responsible to assist the principal in the operation and management of all activities and functions which occur within the school, as well as, student achievement, instructional leadership, organizational leadership and maintain professional ethical behavior. Serve as a liaison between and among the principal to create positive school-community relations including contacts with parents, community groups, other educational agencies, school officials and the general public. Specific areas of focus with academic achievement and instruction.
Bracco, Janine	Assistant Principal	Responsible to assist the principal in the operation and management of all activities and functions which occur within the school, as well as, student achievement, instructional leadership, organizational leadership and maintain professional ethical behavior. Serve as a liaison between and among the principal to create positive school-community relations including contacts with parents, community groups, other educational agencies, school officials and the general public. Specific areas of focus with social/ emotion and student services.
Troop, Marie	Instructional Coach	K-8 Literacy Instruction, Literacy Professional Development, Core Connections Professional Developmmnet, Reading Programs Coordinator, Social Studies Support, Literacy Interventionist.
Egan, Daniela	Instructional Coach	Grades 6-8 Math and Science Instruction, Grades 6-8 Math and Science Professional Development, Grades 6-8 Math and Science Interventions.
Matthews, Shirhonda	School Counselor	Counselor for grades K-2, Families in Transition Coordinator, Classroom Guidance.
Howard, Kimberly	Instructional Coach	K-5 Math and Science Instructional Lead, K-5 Math and Science Professional Development, K-5 Math and Science Program Coordinator, K-5 Math and Science Interventionist.
Rosario, Ysmenia	Dean	Head of Discipline for Grades 6-8, Teacher Mentor/Mentee Coordinator, Professional Development Lead.
Nickelson, Latasha	Dean	Head of Discipline Grades PreK-5, Bullying Coordinator, HERO Coordinator, Athletic Director, PBIS Coordinator

Name	Position Title	Job Duties and Responsibilities
Johnston, Benjamin	Other	MTSS Coordinator, Literacy Interventionist, Data Coordinator, School-wide PLC Lead.
Desanges, Karen	School Counselor	Counselor Grades 6-8, Middle School Scheduling, Classroom Guidance Lessons, Career Classroom Lessons.
Dekony, Vivian	Other	Coordinator of educational placement and appropriate services for students with disabilities. Serve as LEA representative at eligibility, re-evaluation and Individual Education Plan (IEP) meetings.
Figueroa , Madelyn	ELL Compliance Specialist	Coordinates the referral, placement, testing and reevaluation process within the school. Serve as ESOL representative on the LEP Committee and assist the principal in coordinating all ESOL functions within the school.

Demographic Information

Principal start date

Thursday 6/1/2017, Melanie Cleveland

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.*

5

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.*

21

Total number of teacher positions allocated to the school

87

Total number of students enrolled at the school

1,185

Identify the number of instructional staff who left the school during the 2020-21 school year.

9

Identify the number of instructional staff who joined the school during the 2021-22 school year.

11

Demographic Data

Early Warning Systems

2021-22

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	95	112	128	116	128	142	141	149	160	0	0	0	0	1171
Attendance below 90 percent	26	17	21	19	23	26	17	20	19	0	0	0	0	188
One or more suspensions	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Course failure in ELA	0	0	2	9	11	38	0	0	0	0	0	0	0	60
Course failure in Math	0	0	1	10	7	15	0	0	0	0	0	0	0	33
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	2	22	36	33	35	41	0	0	0	0	169
Level 1 on 2019 statewide FSA Math assessment	0	0	0	1	26	45	59	47	46	0	0	0	0	224
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	5	8	24	4	4	7	0	0	0	0	52

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	1	1	2	1	0	0	0	1	0	0	0	0	9
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 8/24/2021

2020-21 - 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	98	121	95	129	119	129	148	161	195	0	0	0	0	1195
Attendance below 90 percent	16	36	20	35	28	56	14	23	29	0	0	0	0	257
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	12	13	28	0	2	1	0	0	0	0	56
Course failure in Math	0	0	7	4	9	0	0	0	5	0	0	0	0	25
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	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	7	7	20	0	0	3	0	0	0	0	37

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	4	3	0	0	0	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - 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	98	121	95	129	119	129	148	161	195	0	0	0	0	1195
Attendance below 90 percent	16	36	20	35	28	56	14	23	29	0	0	0	0	257
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	12	13	28	0	2	1	0	0	0	0	56
Course failure in Math	0	0	7	4	9	0	0	0	5	0	0	0	0	25
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	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	7	7	20	0	0	3	0	0	0	0	37

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	4	3	0	0	0	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				55%	56%	61%	60%	58%	60%
ELA Learning Gains				53%	57%	59%	58%	58%	57%
ELA Lowest 25th Percentile				51%	55%	54%	48%	52%	52%
Math Achievement				48%	52%	62%	51%	52%	61%
Math Learning Gains				50%	55%	59%	48%	54%	58%
Math Lowest 25th Percentile				46%	49%	52%	47%	50%	52%
Science Achievement				48%	49%	56%	57%	54%	57%
Social Studies Achievement				67%	75%	78%	74%	71%	77%

Grade Level Data Review - State Assessments
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	2021					
	2019	51%	51%	0%	58%	-7%
Cohort Comparison						
04	2021					
	2019	55%	51%	4%	58%	-3%
Cohort Comparison		-51%				
05	2021					
	2019	46%	48%	-2%	56%	-10%
Cohort Comparison		-55%				
06	2021					
	2019	54%	48%	6%	54%	0%
Cohort Comparison		-46%				

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
07	2021					
	2019	48%	47%	1%	52%	-4%
Cohort Comparison		-54%				
08	2021					
	2019	47%	49%	-2%	56%	-9%
Cohort Comparison		-48%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2021					
	2019	56%	54%	2%	62%	-6%
Cohort Comparison						
04	2021					
	2019	55%	53%	2%	64%	-9%
Cohort Comparison		-56%				
05	2021					
	2019	43%	48%	-5%	60%	-17%
Cohort Comparison		-55%				
06	2021					
	2019	33%	45%	-12%	55%	-22%
Cohort Comparison		-43%				
07	2021					
	2019	22%	30%	-8%	54%	-32%
Cohort Comparison		-33%				
08	2021					
	2019	36%	47%	-11%	46%	-10%
Cohort Comparison		-22%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2021					
	2019	43%	45%	-2%	53%	-10%
Cohort Comparison						
08	2021					
	2019	32%	42%	-10%	48%	-16%
Cohort Comparison		-43%				

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	62%	38%	67%	33%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	61%	73%	-12%	71%	-10%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	77%	49%	28%	61%	16%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	85%	44%	41%	57%	28%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

NWEA Progress Monitoring Tool

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	61%	54%	53%
	Economically Disadvantaged	54%	44%	45%
	Students With Disabilities	44%	56%	40%
	English Language Learners	33%	33%	27%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	67%	51%	66%
	Economically Disadvantaged	60%	39%	55%
	Students With Disabilities	50%	67%	60%
	English Language Learners	50%	27%	47%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	58%	61%	56%
	Economically Disadvantaged	56%	59%	41%
	Students With Disabilities	0%	33%	18%
	English Language Learners	36%	40%	42%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	53%	45%	45%
	Economically Disadvantaged	45%	38%	40%
	Students With Disabilities	13%	22%	27%
	English Language Learners	46%	31%	23%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	65%	64%	55%
	Economically Disadvantaged	60%	57%	45%
	Students With Disabilities	25%	33%	44%
	English Language Learners	53%	48%	34%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	61%	51%	62%
	Economically Disadvantaged	57%	42%	56%
	Students With Disabilities	33%	33%	33%
	English Language Learners	45%	39%	56%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	64%	60%	56%
	Economically Disadvantaged	59%	51%	51%
	Students With Disabilities	38%	29%	14%
	English Language Learners	33%	34%	25%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	60%	55%	52%
	Economically Disadvantaged	52%	49%	47%
	Students With Disabilities	10%	29%	8%
	English Language Learners	28%	25%	20%

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	65%	59%	52%
	Economically Disadvantaged	53%	51%	45%
	Students With Disabilities	11%	8%	14%
	English Language Learners	61%	47%	45%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	56%	38%	40%
	Economically Disadvantaged	49%	28%	26%
	Students With Disabilities	20%	15%	14%
	English Language Learners	50%	37%	42%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	63%	51%	40%
	Economically Disadvantaged	49%	28%	26%
	Students With Disabilities	20%	15%	14%
	English Language Learners	50%	37%	42%

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	23%	48%	47%
	Economically Disadvantaged	21%	37%	44%
	Students With Disabilities	0%	12%	5%
	English Language Learners	0%	28%	26%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	33%	36%	38%
	Economically Disadvantaged	26%	29%	32%
	Students With Disabilities	0%	5%	5%
	English Language Learners	29%	30%	26%

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	58%	47%	44%
	Economically Disadvantaged	49%	45%	38%
	Students With Disabilities	30%	25%	17%
	English Language Learners	38%	34%	26%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	38%	37%	38%
	Economically Disadvantaged	31%	35%	34%
	Students With Disabilities	17%	6%	11%
	English Language Learners	22%	27%	29%
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	52%	59%	58%
	Economically Disadvantaged	40%	52%	56%
	Students With Disabilities	45%	38%	43%
	English Language Learners	14%	37%	30%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	26%	37%	39%
	Economically Disadvantaged	18%	27%	30%
	Students With Disabilities	14%	30%	23%
	English Language Learners	8%	19%	24%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	41%	58%	61%
	Economically Disadvantaged	33%	57%	58%
	Students With Disabilities	44%	50%	40%
	English Language Learners	18%	42%	42%

Subgroup Data Review

2021 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 2019-20**	**C & C Accel 2019-20**
SWD	18	24	22	8	27	23	19	67			
ELL	31	43	37	30	34	33	24	76	20		
ASN	74	42		63	37		58				
BLK	48	40	33	39	36	22	45	85	91		
HSP	49	46	37	41	35	32	46	87	63		
MUL	40			35							
WHT	53	53	55	51	39	50	40	77	82		
FRL	42	41	37	34	31	28	37	80	63		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2017-18**	**C & C Accel 2017-18**
SWD	11	45	49	10	31	34	18	33			
ELL	37	50	54	32	44	38	23	37			

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
ASN	81	70		81	61						
BLK	58	56	53	49	52	50	43	63	88		
HSP	52	52	52	44	48	46	43	63	78		
MUL	52	50		33	42						
WHT	58	48	33	59	53	44	64	75	88		
FRL	45	51	53	38	44	48	35	54	65		

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	18	45	44	20	41	40	18	31			
ELL	33	52	46	28	38	36	26	53	67		
ASN	90	84		87	68		79				
BLK	62	58	50	49	44	34	55	73	82		
HSP	56	56	45	47	46	46	51	69	72		
MUL	52	50		62	43		55				
WHT	65	61	50	57	54	55	72	87	88		
FRL	55	56	48	47	46	46	52	72	73		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	52
Total Points Earned for the Federal Index	501
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	38
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	55
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	49
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	49
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	38
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	56
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	44
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The School Grade shows that Math Learning Gains - Lowest 25th was the lowest performing area at 46%. The factors that contributed to this were the new teachers in the tested grade levels and their struggle with classroom management, learning new curriculum, and the cultural differences in the classroom. In addition to new teachers, there were also many long-term subs along with negative and disruptive student behaviors across the campus. The data that is shown in ESSA is that the SWD performance is at 31%. Scheduling for VE teachers to push in to the classrooms and their relationships with Gen. Ed teachers were contributing factors to this score.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The greatest area of need based on progress monitoring is Science due to the 9% drop from the year prior.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

This is a result of new teachers in the 5th grade science department and the many long-term subs that struggled with classroom management. The coaches and administration offered support as well as PD was implemented to support these teachers, but progress was not made. Many of the teachers who were a part of this department no longer work at this school.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The area that showed the most improvement was in ELA Learning Gains with students in the lowest quartile.

What were the contributing factors to this improvement? What new actions did your school take in this area?

This year we were more intentional with our intervention groups and assuring students were receiving the support they needed as early as possible.

What strategies will need to be implemented in order to accelerate learning?

We will continue to implement intervention groups across the content areas, but will do so more intentionally and hold meetings to discuss student growth more frequently. We will continue to offer high school level courses in the master schedule, CTE classes with certification and scheduling

enrichment through MTSS. We have also added an elementary enrichment system offered during specials: Coding and Music & Mathematics.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional Learning Communities will be meeting weekly on Wednesdays. Math and Reading Coaches will provide PD to grade levels after their coaches meetings and based on classroom walkthrough feedback/student test data.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

WIN (What I Need), our MTSS intervention and enrichment system, has been revamped and enhanced. PLCs meeting weekly to discuss student data, monitoring, adjustment of curriculum in response to student needs.

Part III: Planning for Improvement

Areas of Focus:

#1. Leadership specifically relating to Instructional Leadership Team	
Area of Focus Description and Rationale:	The leadership team helps to maintain a cohesive school vision and strategy focused on student achievement. Improvement in this area, rather than the operational management of a school, is the main priority of leadership teams. Effective instructional leadership teams are powerful levers for making change in schools. Our team includes the principal, assistant principals, instructional coaches, teacher leaders and other school leaders to provide a systematic way for our school to execute our most important priorities.
Measurable Outcome:	Increase opportunities to pursue leadership roles by 5% in comparison to the 2020-2021 Insight Survey Retention Section Responses.
Monitoring:	Each member of the leadership team will be a member of a grade level/subject area PLC. During the collaborative process, the leadership team will foster a culture of trust in which teachers will be encouraged and trusted to share knowledge and effective practices, lead in the learning of their peers, and be given timely feedback on their performance and contributions.
Person responsible for monitoring outcome:	Jonathan Rasmussen (jonathan.rasmussen@osceolaschools.net)
Evidence-based Strategy:	Increase teacher leadership roles within the school. Leadership roles can improve teacher motivation and confidence in their own abilities, lead and encourage other adults resulting in improved self-confidence, increased selfconfidence, increased knowledge and improved attitude to teaching among teachers.
Rationale for Evidence-based Strategy:	When teachers are involved in examining data and making important decisions based on data that inform how the 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. 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

1. Strategic planning will move away from "classic" approaches to adaptive ones. Shifting away form making predictions, collecting data, and executing from the top down, towards conducting experiments (such as small, 30-day projects), using patter recognition and execution by the whole.
2. The team will create 30-day improvement strategies that actualize the annual goals. The 30-day period is intentional because it forces urgency but leaves enough time to change course if the improvement project is not working.
3. Cultivate a mindset of focus, discipline, and accountability within every staff member and ensure that concrete actions are taken every day toward goals.
4. Select the team so it has a balance of visionaries and integrators. Both are equally valuable and necessary, especially with leadership teams.

Person Responsible	Jonathan Rasmussen (jonathan.rasmussen@osceolaschools.net)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Given the 2020-2021 school data finding that only 42% of students were proficient in math, productive actions are necessary to accomplish the goal of ensuring higher levels of math achievement for all students. Math learning gains were at 36% and the lowest quartile at 33%.
Measurable Outcome:	The outcome for the 2021-2022 school year is to increase math proficiency to 50% and increase learning gains to 45% in all subgroups.
Monitoring:	Administrators will take part in classroom walkthroughs, informal, and formal observations using both the Marzano Evaluation System as well as the NEST tool to monitor core academic instruction. Academic coaches will complete walkthroughs in classrooms and give teachers constructive feedback on their lessons. All members of the leadership team will support a designated PLC. Weekly leadership meetings, delivered as mini-stocktake meetings, will afford the leadership team time to look at trends identified during walkthroughs and observations. Point people will pull data, review plan, and use rubric to assess progress on their areas of focus during monthly stocktake meetings.
Person responsible for monitoring outcome:	Daniela Egan (daniela.egan@osceolaschools.net)
Evidence-based Strategy:	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 great effect on student achievement.
Rationale for Evidence-based Strategy:	Studies show that the analysis of student assessment data serves as 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, 2010).

Action Steps to Implement

1. Staff will teach problem solving strategies and high order thinking concepts through the delivery of differentiated mathematics lessons.
2. Staff will assist students monitoring and reflecting on applying mathematical practices. Staff will expose students to multiple problem-solving strategies, including visual representations in their work.
3. Staff will provide supplemental learning opportunities to students identified as not proficient in mathematics or identified as at-risk of becoming non proficient in mathematics based on a variety of assessments. In addition, advanced students will be offered to students to extend their learning.
4.Staff will develop outcomes representing high expectations and rigor that are connected to a sequence of learning.
5. Students will be cognitively engaged in instruction using high quality questioning and discussion techniques, supported be quality feedback and the ability to self assess progress related to the learning outcome.
6. Teachers will utilize formative assessments to monitor student learning and provide feedback.

Person Responsible	Millie Torres (millie.torres@osceolaschools.net)

#3. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Based on the 2020- 2021 school data, ELA proficiericy was at 50%. 45% of students showed learning gains. 39% of students scored in the lowest quartile showed learning gains.
Measurable Outcome:	The outcome for the 2021-2022 school year is to increase ELA proficiency to 55% and increase learning gains to 50% in all subgroups.
Monitoring:	Administrators will take part in classroom walkthroughs, informal, and formal observations using both the Marzano Evaluation System as well as the NEST tool to monitor core academic instruction. Academic coaches will complete walkthroughs in classrooms and give teachers constructive feedback on their lessons. All members of the leadership team will support a designated PLC. Weekly leadership meetings, delivered as mini-stocktake meetings, will afford the leadership team time to look at trends identified during walkthroughs and observations. Point people will pull data, review plan, and use rubric to assess progress on their areas of focus during monthly stocktake meetings.
Person responsible for monitoring outcome:	Marie Troop (marie.troop@osceolaschools.net)
Evidence-based Strategy:	Studies show that 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 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 and 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 (William, 2007 & Marzano, 2003).

Action Steps to Implement

1. 100% integrity in utilizing Benchmark's high quality ELA instructional materials as evidenced in the curriculum unit plans.
2. Kindergarten Open Court implementation of print and book awareness, letter recognition, phonological and phonemic awareness, decoding phonics, fluency, and vocabulary and language development.
3. First Grade Open Court Implementation of letter/book/print awareness, phonemic awareness, decoding phonics and inflectional endings, fluency rate and accuracy, and vocabulary and language development.
4. Second Grade Open Court Implementation of decoding phonics/ work analysis, fluency: rate, accuracy, and prosody, and vocabulary and language development.
5. T1 and T2 students engage in 20 min on Lexia Core 5 1 day/week during station rotation.
6. T3 students engage in 20 mins on Lexia Core 5 2 days/week during station rotation.
7. RISE reading for T2
8. Pre-Teaching strategies for T2

Person Responsible	Millie Torres (millie.torres@osceolaschools.net)

9. All staff will be trained in best practice strategies for increasing student engagement through quality instruction to improve student literacy.
10.Components of content-relevant strategies will include whole group, small group and one on-one conferencing to meet the individual needs of all students.

Person Responsible	Millie Torres (millie.torres@osceolaschools.net)

#4. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale:	ESSA data showed in 2020-2021 ELL students scored at 14.6% proficiency while students with disabilities scored at 18.8% proficiency.
Measurable Outcome:	ESSA data for the 2021-2021 school year will increase to 40% proficiency for all ESSA subgroups.
Monitoring:	Administrators will take part in classroom walkthroughs, informal, and formal observations using both the Marzano Evaluation System as well as the NEST tool to monitor core academic instruction. Academic coaches will complete walkthroughs in classrooms and give teachers constructive feedback on their lessons. All members of the leadership team will support a designated PLC. Weekly leadership meetings, delivered as mini-stocktake meetings, will afford the leadership team time to look at trends identified during walkthroughs and observations. Point people will pull data, review plan, and use rubric to assess progress on their areas of focus during monthly stocktake meetings.
Person responsible for monitoring outcome:	Vivian Dekony (vivian.dekonyviera@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 instructional strategies, and ESE support strategies.
5. The ELL and ESE support in the 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	Millie Torres (millie.torres@osceolaschools.net)

#5. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	Well-implemented programs designed to foster Social and Emotional Learning (SEL) are associated with positive outcomes, ranging from better test scores and higher graduation rates to improved social behavior. Socialemotional 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. A positive school climate includes a safe environment, strong student and staff relationships, and supports for learning. It provides the foundation that students need, to develop the social, emotional, and academic competencies they need to succeed in life.
Measurable Outcome:	2020-2021 SEL Climate Survey showed 65% of students in grades 3-5 answered favorable for sense of belonging while students in grades 6-8 showed 34% favorability. In 2021-2022 this question will increase by 5% for elementary and 15% for middle school grades.
Monitoring:	The Panorama Social-Emotional Learning survey will be administered three times during the school year. Data will be used to monitor the desired outcome.
Person responsible for monitoring outcome:	Shirhonda Matthews (shirhonda.matthews@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. Identifying 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 consensus/action planning.
5. Teachers will use active learning strategies (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.
7. Teachers will facilitate peer learning and teaching - collaborative learning.
8. School will develop structures, relationships, and learning opportunities that support students' SE development.
9. AII surveys will be analyzed to identify schools interventions that will support SEL and school-wide plan will
be developed.
10. The leadership team will review monthly behavior subgroup data and develop inventions as required.

Person Responsible	Janine Bracco (janine.bracco@osceolaschools.net)

#6. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Science education has been to cultivate students' scientific habits of mind, develop their capability to engage in scientific inquiry, and teach students how to reason in a scientific context. Science allows students to explore their world and discover new things. It is also an active subject, containing activities such as hands-on labs and experiments. This makes science well-suited to active younger children. Science is an important part of the foundation for education for all children.
Measurable Outcome:	2020-2021 school data showed 45% proficiency. In the 2021-2022 school year, the proficiency rate will increase to 50%.
Monitoring:	Administrators will take part in classroom walkthroughs, informal, and formal observations using both the Marzano Evaluation System as well as the NEST tool to monitor core academic instruction. Academic coaches will complete walkthroughs in classrooms and give teachers constructive feedback on their lessons. All members of the leadership team will support a designated PLC. Weekly leadership meetings, delivered as mini-stocktake meetings, will afford the leadership team time to look at trends identified during walkthroughs and observations. Point people will pull data, review plan, and use rubric to assess progress on their areas of focus during monthly stocktake meetings.
Person responsible for monitoring outcome:	Kimberly Howard (kimberly.howard@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

1. Teachers will attain and break down achievement data from district assessments during weekly common planning PLC.
2. Science teachers participate in PLC process weekly to ensure content and pacing and reteaching of standards.
3. Teachers will participate in PD for AVID strategies including Kagan, WICOR, Cornell notes and interactive notebooks.
4. Teachers will learn and implement standards based stations and implement differentiated instruction as an instructional strategy to breakdown student data and content mastery.
5. ELL and ESE support in the classroom will occur through the collaboration of ESOL compliance specialist and RCS ensuring students are supported in science courses.
6. Teachers will provide individual student data chats.
7. The administration will provide professional development sessions to teachers as requested and the need arises.

8. Teacher will provide Tier 2 and Tier 3 instruction based on grade level standards, data, student tracking,
collaborative planning, and data analysis.

Person Responsible Millie Torres (millie.torres@osceolaschools.net)

#7. Other specifically relating to Schoolwide Post Secondary Culture for All Students	
Area of Focus Description and Rationale:	A college-going culture builds the expectation of postsecondary education for all students, not just the best students. It inspires the best in every student, and it supports students in achieving their goals. Students who have the parental, school, and community expectations that college is the next step after high school see college as the norm. However, the idea that college is the next step after high school may seem unrealistic for those students who are from one or more of the following groups: low achievers, middle to low-income levels, underrepresented minorities, disabled youth, and families where no one has attended college before.
Measurable Outcome:	In 2020-2021 the grade distribution at the end of the year was as follows: A 39%, B 27%, C 18%, D 9%, and F 8%. In 2021-2022 there will be an increase in grades A, B, and C by 5% each.
Monitoring:	The Grade Breakdown option in Foucs will used to view how many and what percent of each letter grade has been assigned by the teacher or is currently in the Gradebook. Grade Breakdown will be pulled twice a month during the school year. Data will be used to monitor the desired outcome.
Person responsible for monitoring outcome:	Karen Desanges (karen.desanges@osceolaschools.net)
Evidence-based Strategy:	Schools with a strong future orientation, engage all students in planning for life after graduation. With effective school-based teams that are anchors of implementing post-secondary work, 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 students alone (Poliner & Lieber, 2004).

Action Steps to Implement

1. Students will be supported, advised, and encouraged in an environment that fosters post secondary college and career readiness for success in school and in life.
2. The school will participate in an articulated set of grade-level sequence activities that focus on personal development and career exploration, college preparation, and the completion of a postsecondary plan.
3. Teachers will enhance study skills and meta-cognitive skills that promote goal setting, self-assessment, time management, and planning.
4. Teachers will plan to incorporate activities to practice 21st-century life skills.
5. Administration and the Guidance department will plan activities that will allow all students to have a greater voice in school life and develop and strengthen their capacity to engage in respectful dialogue and civil conversation that matter to them.
6. The school will create a plan that creates all environment that develops greater bonds with peers,

usually
cutting across the exclusionary social groups.

Person Responsible Janine Bracco (janine.bracco@osceolaschools.net)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Based on the data from Safe Schools for Alex, the 2019-2020 data indicates the highest area of concern is property incidents. This includes larceny and/or theft. The secondary high area of concern is violent incidents, including bullying, harassment, physical attack, sexual harassment, and threat by intimidation.
We will hold weekly social services leadership team meetings to review and discuss current discipline data. Implement schoolwide PBIS structures, including schoolwide expectations, monthly meetings for staff, monthly events for students. Classroom SEL lessons to include Zones of Regulation and Character Strong.

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.

The school engages 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
communicates 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 school-wide 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 underserved 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.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

All members of the leadership team are responsible for promoting a positive culture and envirnment at the school. Shirhonda Matthews, school counselor, is the point person for this Area of Focus.

Part V: Budget

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

1	**III.A.**	**Areas of Focus: Leadership: Instructional Leadership Team**	**$0.00**

2	**III.A.**	**Areas of Focus: Instructional Practice: Math**	**$0.00**
3	**III.A.**	**Areas of Focus: Instructional Practice: ELA**	**$0.00**
4	**III.A.**	**Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups**	**$0.00**
5	**III.A.**	**Areas of Focus: Culture & Environment: Social Emotional Learning**	**$0.00**
6	**III.A.**	**Areas of Focus: Instructional Practice: Science**	**$0.00**
7	**III.A.**	**Areas of Focus: Other: Schoolwide Post Secondary Culture for All Students**	**$0.00**
		Total:	**$0.00**