Poinciana Academy Of Fine Arts

2021-22 Schoolwide Improvement Plan

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Poinciana Academy Of Fine Arts

4201 RHODODENDRON AVE, Kissimmee, FL 34758

www.osceolaschools.net

Demographics

Principal: Kimberley Dos Santos

Start Date for this Principal: 7/27/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
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)	100%
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* Black/African American Students* Hispanic Students* Multiracial Students White Students* Economically Disadvantaged Students*
School Grades History	2018-19: C (44%) 2017-18: C (49%) 2016-17: C (43%)
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.](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)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	95%

School Grades History

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

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.

Poinciana Academy of Fine Arts will inspire all learners to reach their highest potential as responsible, productive citizens.

Provide the school's vision statement.

Poinciana Academy of Fine Arts will work collaboratively as a staff and within the community to ensure ALL of our students develop necessary skills to be successful lifelong learners.

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
Dos Santos, Kimberley	Principal	Lead implementation of plan, follow-up on plan throughout the school year, problem-solve in areas of need, ensure resources outlined in plan are available, and provide assistance to team members when needed (facilitate stocktake process monthly).
Kalloo Molina, Annette	Assistant Principal	Lead implementation of plan, follow-up on plan throughout the school year, problem-solve in areas of need, ensure resources outlined in plan are available, and provide assistance to team members when needed (facilitate stocktake process monthly, report on focus area 1 in SIP).
Murphy, Dennise	Reading Coach	Lead Literacy on campus, monitor student learning/achievement in literacy, coach/mentor teachers, and problem-solve areas of need (report on focus area 2 at monthly stocktake).
Booker, Rafael	Math Coach	Lead Math and Science on campus, monitor student learning/achievement in math and science, coach/mentor teachers, and problem-solve areas of need (report on focus areas 3 and 4 at monthly stocktake).
Martin, Jamie	Instructional Coach	Lead MTSS on campus, monitor students in all tiers, update MTSS database throughout school year, schedule MTSS meetings, coach/mentor teachers, monitor PLCs and PLC progress, monitor ESSA Subgroup progress, and problem-solve areas of need (report on focus area 5 at monthly stocktake).
Weeks, Michelle	School Counselor	Lead core character education on campus, assist with behavior interventions campus-wide, monitor students receiving behavior interventions, communicate with MTSS coach in reference to students receiving behavior interventions, mentor/coach teacher in utilizing behavior interventions and collecting data on students receiving behavior interventions, track student attendance, schedule meetings on students with high absenteeism, promote college and career readiness, and problem-solve areas of need (report on focus area 6 at monthly stocktake).
Scanlon, Elyse	Staffing Specialist	Lead differentiation on campus, monitor students in ESSA subgroups, coach/mentor teachers, monitor PLCs and PLC progress, and problem-solve areas of need (support on focus area 5 at monthly stocktake).

Demographic Information

Principal start date
Tuesday 7/27/2021, Kimberley Dos Santos

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.*

12

Total number of teacher positions allocated to the school

53

Total number of students enrolled at the school

617

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

4

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

4

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	87	102	94	101	98	84	0	0	0	0	0	0	0	566
Attendance below 90 percent	22	30	31	19	26	18	0	0	0	0	0	0	0	146
One or more suspensions	3	5	1	5	4	4	0	0	0	0	0	0	0	22
Course failure in ELA	0	0	0	1	0	1	0	0	0	0	0	0	0	2
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	43	33	48	0	0	0	0	0	0	0	124
Level 1 on 2019 statewide FSA Math assessment	0	0	0	63	59	69	0	0	0	0	0	0	0	191
Number of students with a substantial reading deficiency	0	0	0	43	33	48	0	0	0	0	0	0	0	124

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	2	4	1	5	4	5	0	0	0	0	0	0	0	21

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	0	1	2	1	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	

Date this data was collected or last updated

Tuesday 7/27/2021

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	123	104	120	114	128	97	0	0	0	0	0	0	0	686
Attendance below 90 percent	31	28	15	18	27	25	0	0	0	0	0	0	0	144
One or more suspensions	4	2	1	4	3	2	0	0	0	0	0	0	0	16
Course failure in ELA	0	0	0	4	4	8	0	0	0	0	0	0	0	16
Course failure in Math	0	0	0	4	4	8	0	0	0	0	0	0	0	16
Level 1 on 2019 statewide ELA assessment	0	0	0	2	11	14	0	0	0	0	0	0	0	27
Level 1 on 2019 statewide Math assessment	0	0	0	2	11	14	0	0	0	0	0	0	0	27

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	3	2	1	7	15	18	0	0	0	0	0	0	0	46

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	1	0	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

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	123	104	120	114	128	97	0	0	0	0	0	0	0	686
Attendance below 90 percent	31	28	15	18	27	25	0	0	0	0	0	0	0	144
One or more suspensions	4	2	1	4	3	2	0	0	0	0	0	0	0	16
Course failure in ELA	0	0	0	4	4	8	0	0	0	0	0	0	0	16
Course failure in Math	0	0	0	4	4	8	0	0	0	0	0	0	0	16
Level 1 on 2019 statewide ELA assessment	0	0	0	2	11	14	0	0	0	0	0	0	0	27
Level 1 on 2019 statewide Math assessment	0	0	0	2	11	14	0	0	0	0	0	0	0	27

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	3	2	1	7	15	18	0	0	0	0	0	0	0	46

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	1	0	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

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				42%	53%	57%	44%	51%	56%
ELA Learning Gains				53%	56%	58%	56%	54%	55%
ELA Lowest 25th Percentile				44%	51%	53%	53%	46%	48%
Math Achievement				40%	55%	63%	45%	54%	62%
Math Learning Gains				47%	59%	62%	53%	56%	59%
Math Lowest 25th Percentile				44%	45%	51%	39%	42%	47%
Science Achievement				41%	49%	53%	56%	51%	55%

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	32%	51%	-19%	58%	-26%
Cohort Comparison						
04	2021					
	2019	48%	51%	-3%	58%	-10%
Cohort Comparison		-32%				
05	2021					
	2019	36%	48%	-12%	56%	-20%
Cohort Comparison		-48%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	32%	54%	-22%	62%	-30%
Cohort Comparison						
04	2021					
	2019	44%	53%	-9%	64%	-20%
Cohort Comparison		-32%				
05	2021					
	2019	33%	48%	-15%	60%	-27%
Cohort Comparison		-44%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	35%	45%	-10%	53%	-18%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

We use the NWEA MAP to monitor our students throughout the school year. MAP Growth is the most trusted and innovative assessment for measuring achievement and growth in K–12 math, reading, language usage, and science. It provides teachers with accurate, and actionable evidence to help target instruction for each student or groups of students regardless of how far above or below they are from their grade level. It also connects to the largest set of instructional content providers, giving educators flexibility in curriculum choices.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	54 / 65%	35 / 40%	38 / 44%
	Economically Disadvantaged	46 / 68%	31 / 44%	30 / 45%
	Students With Disabilities	4 / 50%	2 / 29%	2 / 22%
	English Language Learners	7 / 39%	4 / 22%	2 / 10%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	46 / 58%	41 / 47%	28 / 33%
	Economically Disadvantaged	39 / 60%	35 / 49%	22 / 33%
	Students With Disabilities	2 / 29%	3 / 50%	2 / 22%
	English Language Learners	6 / 35%	4 / 24%	2 / 10%

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	40 / 53%	28 / 33%	33 / 39%
	Economically Disadvantaged	26 / 48%	21 / 32%	23 / 35%
	Students With Disabilities	5 / 45%	3 / 30%	3 / 30%
	English Language Learners	12 / 44%	9 / 27%	6 / 17%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	34 / 45%	21 / 25%	19 / 22%
	Economically Disadvantaged	20 / 36%	13 / 20%	12 / 18%
	Students With Disabilities	2 / 20%	1/ 10%	1 / 9%
	English Language Learners	10 / 37%	4 / 18%	4 / 11%

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	47/47%	36/36%	38/38%
	Economically Disadvantaged	29/41%	21/30%	21/29%
	Students With Disabilities	4/22%	3/18%	2/12%
	English Language Learners	12/32%	11/26%	11/26%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	38/38%	29/29%	37/36%
	Economically Disadvantaged	22/31%	16/23%	24/32%
	Students With Disabilities	3/15%	2/12%	1/6%
	English Language Learners	12 / 38%	7 / 17%	13 / 30%

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	52/58%	44/44%	59/58%
	Economically Disadvantaged	36/54%	31/39%	42/53%
	Students With Disabilities	5/26%	7/39%	10/56%
	English Language Learners	11/38%	11/33%	15/43%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	33/34%	40/40%	40/40%
	Economically Disadvantaged	22/31%	30/38%	29/36%
	Students With Disabilities	6/32%	6/33%	6/33%
	English Language Learners	10/33%	12/36%	11/31%

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	39/41%	36/38%	36/37%
	Economically Disadvantaged	28/42%	25/36%	27/37%
	Students With Disabilities	3/14%	3/15%	4/20%
	English Language Learners	10/29%	7/20%	8/22%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	23/24%	15/16%	17/17%
	Economically Disadvantaged	18/27%	11/16%	13/18%
	Students With Disabilities	0/0%	1/5%	0/0%
	English Language Learners	4/12%	3/9%	3/8%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	34/38%	32/34%	36/37%
	Economically Disadvantaged	24/37%	22/31%	27/37%
	Students With Disabilities	2/10%	3/16%	2/10%
	English Language Learners	7/22%	7/21%	7/19%

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	23	38	40	13	19	18	10				
ELL	24	37	40	15	15	23	3				
BLK	32	50		18	19		22				
HSP	34	37	50	19	17	24	20				
WHT	45			38							
FRL	29	44	75	18	16	29	20				
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	12	24	27	23	47	50	31				
ELL	27	38	29	23	37	25	22				
BLK	34	54	42	44	43	30	21				
HSP	42	47	42	38	48	50	45				

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
WHT	44			33							
FRL	42	52	43	38	45	45	38				
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	20	44	42	28	41	39	14				
ELL	27	56	58	27	49	45	33				
BLK	38	47	41	41	43	22	52				
HSP	42	59	57	45	53	47	53				
WHT	59	57		50	57						
FRL	41	55	63	44	51	32	55				

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	33
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	47
Total Points Earned for the Federal Index	264
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	26
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	26
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

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

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

Black/African American Students	
Federal Index - Black/African American Students	31
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	31
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

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%	

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	42
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	34
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

In ELA, our lowest quartile students continue to show growth in Learning Gains. All students dropped in Math Proficiency and Math Learning Gains. Science proficiency dropped by 50%.

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

Greatest need for improvement would be proficiency in ELA, Math, and Science. We also need to increase learning gains in Math.

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

Contributing factors: achievement gaps continuing to get larger, lack of support at home
New actions: structuring tier 1 instruction with supports to assist in closing achievement gaps, review interventions in place for subgroups and lowest quartile students

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

ELA Lowest Quartile gains, ELA proficiency in 5th grade (4th grade 20-21 school year)

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

Contributing Factors: Corrective Reading for reading intervention, leadership team supporting remediation groups
New Actions: strong tier 2 interventions using current curriculum (Success Maker, MDIS SAVVAS interventions and Dream Box), Numeracy Project

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

Strategies to accelerate learning: Changes to Tier 1 instruction, closely monitoring interventions, extended learning by way of intervention/tutoring during block time, and before/after school

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.

PD for Teachers and support staff will be provided in the following areas: Corrective Reading, Numeracy Project, using curriculum to support Tier 2, scaffolding in Tier 1 to meet student needs, tools to support learning (like Thinking Maps, AVID strategies, etc.)

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

We will be training and grooming teacher leaders within each grade level to assist with sustainability of strategies for years to come.

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 is a consortium of leaders that looks for systematic ways to improve student outcomes within the school. We maintain a cohesive school vision and are focused on strategies to increase student achievement.

To make change in a school, you need an effective instructional leadership team. The team will include the principal, assistant principal, instructional coaches, and teacher leaders. Leadership development consists of the expansion of a person's capacity to possess and utilize the competencies and skills necessary to successfully lead the improvement of student achievement.

As a school-based leader, it is imperative to implement targeted initiatives that focus on building and cultivating a staff of competent teachers that fit the school's climate and culture.

It was found through the Insight Survey submitted by teachers that there was a need for growth in seeking feedback from teachers and maintaining effective instructional leadership.

Measurable Outcome:

Insight Survey Leadership Section Response 2021
Leaders at my school seek out feedback from teachers 77%
My school has effective leadership 90%
We expect to see an increase in both categories for the 2021-2022 school year by at least 3% in each category.

Monitoring:

Administration and instructional leaders will meet with teacher leaders and PLCs to monitor feedback from teachers and implement the items suggested when the leadership team meets as a group. Additionally, administration will meet with teacher leaders to ensure that teacher leaders voices are heard and give time for feedback and reflection on leadership at the school.

Person responsible for monitoring outcome:

Annette Kalloo Molina (annette.kalloomolina@osceolaschools.net)

Evidence-based Strategy:

Increasing the teacher leadership roles within the school can increase teacher motivation and confidence in their own abilities. By giving the teacher leaders more feedback and opportunities to grow, research has shown to improve their self-confidence, increase knowledge and pedagogy, and has improved their attitude towards their students and assisting their peers (Anderson & Wallin, 2018).

Rationale for Evidence-based Strategy:

Great leaders collaborate and understand what they need to succeed. When teachers are involved in examining data and making important decisions based on data, it informs them on how they can continuously improve the school (Clayton, Porter, Olive, & Wiggins, 2020). The importance of building an instructional and teacher leadership team can ensure that the entire team is focused on the vision and mission of the school-improving student learning outcomes (Thessin, 2019). When teachers work together in teams/PLCs, they learn to coach one another, learn teaching techniques from one another, and become experts in various areas/subjects. All members of the team play a role, showing how important and valuable their experience is. Encouraging collaboration and leadership opportunities provides a safe space for leaders to refine their craft, boosts their morale, drives a need for improvement, and helps with teacher retention (Gates Foundation, 2019).

Action Steps to Implement

1. Invite instructional coaches and teacher leaders to attend district leadership opportunities. Once these individuals have attended leadership opportunities, campus leadership will follow up with them as to their next steps in leadership roles.

Person Responsible   Annette Kalloo Molina (annette.kalloomolina@osceolaschools.net)

2. Create opportunities for instructional coaches and teacher leaders to take on leadership roles and tasks on school campus. When opportunities are provided, the assistant principal will follow up with these individuals to support them as they complete these school-wide leadership tasks.

Person Responsible   Annette Kalloo Molina (annette.kalloomolina@osceolaschools.net)

3. Cultivate a mindset of focus, discipline, and accountability within every staff member and ensure that concrete actions are taken every day towards the goals.

Person Responsible   Annette Kalloo Molina (annette.kalloomolina@osceolaschools.net)

4. Plan strategically with the leadership team to help increase leadership roles with the instructional leaders that are equal, valuable, and necessary towards moving the school academically.

Person Responsible   Annette Kalloo Molina (annette.kalloomolina@osceolaschools.net)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	District and state assessment data shows that students are performing below grade level. Increased gaps in learning cause proficiency to decrease and adversely affect student achievement.
Measurable Outcome:	We expect to see an increase in all FSA Reading categories (including the ESSA subgroups) by at least 4% in each category.
Monitoring:	Literacy leadership team and administration will conduct routine walkthroughs of classrooms. Leadership members will also participate with every grade level PLC team to ensure correct processes are being used in order to made data driven decisions when planning for student achievement. School Stocktake team will meet monthly to report progress and plan next steps on their Area of Focus.
Person responsible for monitoring outcome:	Dennise Murphy (dennise.murphy@osceolaschools.net)
Evidence-based Strategy:	Tier 1 Foundational Instructional Practices- is where we will prioritize the bulk of our instruction. Tier 1 instruction offers access to grade level standards for all students. PLCs/Collaborative Planning- data driven collaboration to modify instruction based on student needs improves student achievement. BEST Standards- we will focus school instruction based on our new state standards. Each content-area teacher will follow the district-created curriculum unit plans with fidelity. Differentiation- students in every grade level have unique areas that need support and require a wide range of instructional strategies. Differentiated instruction designed to meet students' needs will provide students with instruction that is equitable and effective in achieving student growth. Interventions- focused instruction designed to narrow student learning gaps by improving their reading ability.
Rationale for Evidence-based Strategy:	Ensuring that teacher capacity to work effectively and meaningfully during PLC will have a direct effect on the choices for instruction and interventions provided to students. Improving the quality of instruction and the timeliness of interventions will improve student outcomes school-wide. Equity in our education can be achieved if teachers are able to collaborate and decide on the best course of action that ensures all students can access the information outlined in our state's Best Standards through appropriate scaffolding and interventions. Creating consensus and commitment to becoming a learning-focused school or district is an essential prerequisite to successful RTI implementation (Buffum et al., 2018)

Action Steps to Implement

1. Tier 1 Foundational Instructional Practices- 100% integrity in utilizing Benchmark's high quality ELA instructional materials as evidenced in the curriculum unit plans. Literacy Coach will work with teachers through coaching cycles to ensure that tier 1 instruction is rigorous and appropriate to grade level by following district curriculum lesson plans with fidelity. LC and LT will observe implementation of Tier 1 Instructional Practices through classroom walks and provide feedback to teachers as well.

Person Responsible	Dennise Murphy (dennise.murphy@osceolaschools.net)

2. PLCs/Collaborative Planning- LT will work closely with grade levels to implement district-approved PLC plans and ensure teams are having data-driven conversations. LT members will attend weekly PLC meetings to support planning and ensure that conversations are around data.

Person Responsible   Dennise Murphy (dennise.murphy@osceolaschools.net)

3. BEST Standards- Literacy coach will provide PD on BEST standards at the beginning of the school year. LT will monitor through walkthroughs and participation of PLCs to ensure planned tasks are aligned to standards.

Person Responsible   Dennise Murphy (dennise.murphy@osceolaschools.net)

4. Differentiation- LT will work closely with teachers to embed differentiated instruction that best meets the needs of students in small group instruction at different instructional levels. Teachers will plan and present weekly plan for differentiation in their lesson plans. LT will conduct walkthroughs to ensure that differentiation of instruction is being provided in small groups accordingly.

Person Responsible   Dennise Murphy (dennise.murphy@osceolaschools.net)

5. Interventions like RISE reading for T2 and Corrective Reading for T3 will be provided to specific subgroups of students based on data during and after school. Tutoring will be offered to 4th and 5th grade students during 21st Century after school program. Tutoring via TEAMS for students grades K-5 will also be offered in the areas of ELA, Science and Math.

Person Responsible   Dennise Murphy (dennise.murphy@osceolaschools.net)

6. Kindergarten Open Court implementation of print and book awareness, letter recognition, phonological and phonemic awareness, decoding phonics, fluency, and vocabulary and language development.

Person Responsible   Dennise Murphy (dennise.murphy@osceolaschools.net)

7. 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

Person Responsible   Dennise Murphy (dennise.murphy@osceolaschools.net)

8. Second Grade Open Court Implementation of decoding phonics/ work analysis, fluency: rate, accuracy, and prosody, and vocabulary and language development

Person Responsible   Dennise Murphy (dennise.murphy@osceolaschools.net)

9. T1 and T2 students engage in 20 min on Lexia Core 5 1 day/week during station rotation.

Person Responsible   Dennise Murphy (dennise.murphy@osceolaschools.net)

10. T3 students engage in 20 mins on Lexia Core 5 2 days/week during station rotation.

Person Responsible   Dennise Murphy (dennise.murphy@osceolaschools.net)

11. Training on Pre-Teaching strategies and resources for T2 and T1 students will be made available to all teachers to include as an additional resource and scaffold where needed during instruction.

Person Responsible   Dennise Murphy (dennise.murphy@osceolaschools.net)

#3. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	The data from our district formative assessments and state assessments show that students are below grade level. This impacts overall student achievement because gaps in learning continue to increase causing proficiency to decrease.
Measurable Outcome:	We expect to see an increase in all FSA Math categories (including the ESSA subgroups) by at least 4% in each category.
Monitoring:	Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus.
Person responsible for monitoring outcome:	Rafael Booker (rafael.booker@osceolaschools.net)
Evidence-based Strategy:	Tier 1 Foundational Instructional Practices- is where we will prioritize the bulk of our instruction. Tier 1 instruction offers access to grade level standards for all students. PLCs/Collaborative Planning- purposeful collaboration based on data-driven instruction has the potential to improve student achievement. BEST Standards- we will focus school instruction based on our new state standards. Each content-area teacher will follow the district-created curriculum unit plans. The B.E.S.T. Instructional Guide for Mathematics (B1G-M) is intended to assist educators with planning for student learning and instruction aligned to Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards (FLDOE, 2018). Differentiation- with a wide range of students at different instructional level, differentiated instruction designed to meet students' needs will supply a rich learning environment in which all students have equitable opportunities to achieve. Interventions- specialized instruction designed to target specific groups of students in the area of reading and math.
Rationale for Evidence-based Strategy:	"The essential actions that collaborative teams must successfully achieve at Tier 1-are the most important to a school's ability to create a highly effective system of interventions (Buffum, Mattos, & Malone, 2018). When Tier 1 instruction is successful and meets the needs of a higher percentage of students, fewer require services at the Tier 2 or Tier 3 level. In this way, it is critically important that Tier 1 instruction is as efficacious as possible Swanson, E., Stevens, E. A., Scammacca, N. K., Capin, P., Stewart, A. A., & Austin, C. R. (2017).

Action Steps to Implement

1. Tier 1 Foundational Instructional Practices- MC will provide PD on SB instruction and task development (incorporating Read, Write, Talk, Solve) within the first month of school. The MC along with the entire LT will conduct classroom walks to observe PD to practice in the classrooms. They will provide feedback to teachers and conduct follow up PD based on observations.

Person Responsible	Rafael Booker (rafael.booker@osceolaschools.net)

2. PLCs/Collaborative Planning- LT will work closely with grade levels to implement district-approved PLC plans and ensure teams are having data-driven conversations. LT members will attend weekly PLC meetings with each grade level to support planning and ensure planning is grounded in data.

Person Responsible   Rafael Booker (rafael.booker@osceolaschools.net)

3.BEST Standards- Provided PD data based on standards, ensure tasks are aligned to standards. Coaches will follow up with grade levels on BEST Standards PD and will conduct classroom walks to observe implementation.

Person Responsible   Rafael Booker (rafael.booker@osceolaschools.net)

4.Differentiation- LT will work closely with teachers to embed differentiated instruction that best meets the needs of students in small group instruction at different instructional levels. PD will be provided throughout the school year to support in planning for differentiation in Tier 1. LT will conduct classroom walks to observe differentiation in practice so they can provide feedback to teachers and observe impact/ effectiveness of implementation.

Person Responsible   Rafael Booker (rafael.booker@osceolaschools.net)

5. Interventions will be provided to specific subgroups of students based on data during and after school. We will use part of the hour math block time to provide interventions to students during the school day. We will be using Dream Box with 3rd and 5th grade Tier 2 students in math and we will be using Osceola Numeracy Project in 2nd and 4th grades for Tier 2 students in math. We plan to offer after school tutoring opportunities to 2nd and 3rd grade students in math to help close achievement gaps in those grade levels.

Person Responsible   Rafael Booker (rafael.booker@osceolaschools.net)

#4. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	The data from our district formative assessments and state assessments show that students are below grade level. This impacts overall student achievement because gaps in learning continue to increase causing proficiency to decrease.
Measurable Outcome:	We expect to see an increase in all FSA Science categories (including the ESSA subgroups) by at least 4% in each category.
Monitoring:	Principal and leadership team will assist with of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus.
Person responsible for monitoring outcome:	Rafael Booker (rafael.booker@osceolaschools.net)
Evidence-based Strategy:	Tier 1 Foundational Instructional Practices- is where we will prioritize the bulk of our instruction. Tier 1 instruction offers access to grade level standards for all students. PLCs/Collaborative Planning- purposeful collaboration based on data-driven instruction has the potential to improve student achievement. Differentiation- with a wide range of students at different instructional level, differentiated instruction designed to meet students' needs will supply a rich learning environment in which all students have equitable opportunities to achieve. Interventions- specialized instruction designed to target specific groups of students in the area of reading and math.
Rationale for Evidence-based Strategy:	"The essential actions that collaborative teams must successfully achieve at Tier 1-are the most important to a school's ability to create a highly effective system of interventions (Buffum, Mattos, & Malone, 2018). When Tier 1 instruction is successful and meets the needs of a higher percentage of students, fewer require services at the Tier 2 or Tier 3 level. In this way, it is critically important that Tier 1 instruction is as efficacious as possible Swanson, E., Stevens, E. A., Scammacca, N. K., Capin, P., Stewart, A. A., & Austin, C. R. (2017).

Action Steps to Implement

1. Tier 1 Foundational Instructional Practices- Science Coach will provide PD on SB instruction and task development (incorporating RWTS) within the first month of school. LT will check for implementation of PD through classroom walks and will provide feedback to teachers based on implementation.

Person Responsible	Rafael Booker (rafael.booker@osceolaschools.net)

2. PLCs/Collaborative Planning- LT will work closely with grade levels to implement district-approved PLC plans and ensure teams are having data-driven conversations. LT will join grade level PLC meetings every week to offer support in planning and ensure conversations/planning is grounded in data.

Person Responsible	Rafael Booker (rafael.booker@osceolaschools.net)

3.Differentiation- LT will work closely with teachers to embed differentiated instruction that best meets the needs of students in small group instruction at different instructional levels. We will host PD on differentiation then follow up to assist teachers in planning for differentiation. LT will conduct weekly classroom walks to observe this in practice and provide feedback to teachers.

Person Responsible   Rafael Booker (rafael.booker@osceolaschools.net)

4. Interventions will be provided to specific subgroups of students based on data during school. We will use part of the hour science block to provide interventions during the school day and we will also pull groups on Tuesdays and Thursdays during 5th grade block to do additional interventions with 5th grade students.

Person Responsible   Rafael Booker (rafael.booker@osceolaschools.net)

#5. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale:	The data collected from our school, district, and state assessments show that many of our students in the ESSA subgroups are below grade level. This impacts overall student achievement, because the gaps in learning continue to increase causing the proficiency levels to decrease.
Measurable Outcome:	We expect to see an increase in all ESSA subgroups by at least 4% in each category.
Monitoring:	Principal and leadership team will work directly with PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement. School Stocktakes will take place monthly to report progress to the Principal on the Area of Focus.
Person responsible for monitoring outcome:	Jamie Martin (jamie.martin@osceolaschools.net)
Evidence-based Strategy:	The teachers will provide equitably differentiated instruction in academically diverse classrooms to allow for rigorous learning experiences for all students.
Rationale for Evidence-based Strategy:	"There is ample evidence that students are more successful in school and find it more satisfying if they are taught in ways that are responsive to their readiness levels," (Tomlinson, C.A, 2000). If students are provided differentiated instruction in a way that allows them to access their own learning, then students proficiency levels will increase.

Action Steps to Implement

1. Progress monitoring and data disaggregation- Progress monitoring will occur on a regular basis and the data collected will be utilized during PLC's to help guide teachers in providing equitable differentiation needed for each student. LT will join weekly PLC meetings with each grade level to help them in analyzing their data and supporting decision-making based on data analysis.

Person Responsible	Jamie Martin (jamie.martin@osceolaschools.net)

2. Instructional Practices- RCS, EES, MTSS, LC, or MC will provide PD to teachers on best teaching practices and support those teachers in the classroom when it comes to implementing these practices. LT will walk classes each week to observe evidence of implementation and provide feedback to teachers on implementation.

Person Responsible	Jamie Martin (jamie.martin@osceolaschools.net)

3. PLCs- LT will work closely with grade levels to implement district-approved PLC plans and ensure teams are having data-driven conversations that will help plan for appropriate differentiation. LT will attend weekly PLC Meetings with each team to support planning and ensure that planning is based on data.

Person Responsible	Jamie Martin (jamie.martin@osceolaschools.net)

4. Equity and Diversity- Staff will be provided with PD on meeting the academic, cultural, social, and emotional needs of students to make content and curriculum more accessible for all students. LT will provide follow up to this PD throughout the year. LT will conduct weekly classroom walks to look for evidence of equitable opportunities in classrooms and provide feedback to teacher in reference to equity and diversity.

Person Responsible Jamie Martin (jamie.martin@osceolaschools.net)

5. MTSS Instructional Intervention Practices- Teachers will be trained on various research based interventions and will use assessment data to determine the appropriate intervention to provide to each student. Interventions will take place every week, 3-4 days a week depending on content area and tier.

Person Responsible Jamie Martin (jamie.martin@osceolaschools.net)

#6. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	The data collected from our school and district assessments show that many of our students struggle in emotional regulation, in reference to social emotional learning. This impacts overall student achievement, when our students are struggling with belonging and regulating their emotions.
Measurable Outcome:	We expect to see an increase in grades 3-5, through our Panorama data by at least 4% in each category.
Monitoring:	Principal and leadership team will work directly with staff to ensure they have strategies and the tools needed to achieve success with social emotional learning. School Stocktakes will take place monthly to report progress to the Principal on the Area of Focus.
Person responsible for monitoring outcome:	Michelle Weeks (michelle.weeks@osceolaschools.net)
Evidence-based Strategy:	Research shows that when students increase their social emotional skills, they are able to focus on academic work. This results in an increase of student achievement. There is a positive impact on student achievement when students are able to focus on academics (Weissberg, 2016). School counselor will do monthly counselor lessons with students to teach social emotional lessons. Counselor will meet with teachers to support social emotional learning in the classroom. School stocktake will take place monthly to report progress to the Principal on the Area of Focus. Principal will share and update Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model.
Rationale for Evidence-based Strategy:	If students are taught more social emotional strategies, then student confidence will increase resulting in an increase in student achievement.

Action Steps to Implement

1. SEL-School Counselor will teach SEL lessons to students and train teachers on how to incorporate SEL in the classroom. Counselor will visit classrooms to observe teachers teaching SEL lessons and will provide feedback to teachers about their implementation.

Person Responsible	Michelle Weeks (michelle.weeks@osceolaschools.net)

2. Community and Parent Involvement- We hold School Advisory Council (SAC) meetings and Parent Teacher Organization (PTO) meetings regularly to involve all stakeholders in all that is taking place with the school. We invite parents on campus multiple times a year for content-related activities like Literacy Night and STEM Night. We host Parent Academies (Empowering Parents) events for parents to learn more about how to help their children. We will continue to host events for parents to learn about recourses and how they can help their children be successful.

Person Responsible	Michelle Weeks (michelle.weeks@osceolaschools.net)

3. PBIS-School Counselor will monitor PBIS implementation and support PBIS in the classroom. The Counselor will meet monthly with the PBIS Committee to also monitor implementation of school-wide PBIS and to make decisions about PBIS needs.

Person Responsible   Michelle Weeks (michelle.weeks@osceolaschools.net)

4. Equity and Diversity- Staff will be provided with PD on meeting the academic, cultural, social, and emotional needs of students to make content and curriculum more accessible for all students. LT will provide follow up to this PD throughout the year. LT will conduct weekly classroom walks to look for evidence of equitable opportunities in classrooms and provide feedback to teacher in reference to equity and diversity.

Person Responsible   Michelle Weeks (michelle.weeks@osceolaschools.net)

5. Postsecondary culture- School counselor will hold monthly activities for each grade level to participate in to enhance their learning of the 4 E's (enroll, enlist, employ, explore). We will promote college and career through AVID and continue to expose our students to all opportunities that will be available to them after high school. Counselor will share out college and career facts each week on the morning news and visit classrooms to support teachers in promoting college and career.

Person Responsible   Michelle Weeks (michelle.weeks@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.

Primary concern is working on decreasing the amount of suspensions with our male students (in-school suspension and out-of-school suspension). We will monitor during MTSS meetings with grade levels discussing behavior and the school culture and environment will be monitored through the lens of behavior by providing on going discipline strategies with coping strategies, breathing exercises, and social-emotional lessons. The school will continue to use positive behavioral intervention and supports to build a positive school culture and environment.

Secondary concern is working on students regulating their emotions and decreasing threat assessments, threats to themselves or threats to others. The school will work closely alongside the school counselor, school social worker, and school psychologist to help students with various calm down strategies and social-emotional strategies that will help them understand their emotions, particularly anger and sadness.
The school culture and environment will be monitored through the lens of behavior by having the school counselor and school social worker providing on going strategies to the teachers with with coping strategies, breathing exercises, and social-emotional lessons. Also, the school counselor and school social worker will be working with students in small groups to help them work through issues with their peers as well as work on next steps of their anger and sadness. The school will also continue to use positive behavioral intervention and supports to build a positive school culture and environment. This will help keep students motivated and give them self-confidence and take pride in their positive actions.

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.

We are a Positive Behavior and Intervention Supports (PBIS) school. We have established STARS Expectations and these expectations are communicated to students and families in a variety of ways. We publish them in our school newsletter as well as our student/parent handbook. We also communicate these expectations and other school news via social media (Facebook, Twitter, website, etc.). Additionally, we provide a district Code of Conduct for every family which was created using input from a variety of stakeholders.

We hold School Advisory Council (SAC) meetings and Parent Teacher Organization (PTO) meetings regularly to involve all stakeholders in all that is taking place with the school. We review data and ask for input on planning for student learning and improvement.

Student success is at the core of all we do. We work together as a school and community to make sure our students can be successful. Our school holds grade level PLCs/PLTs each week and a school-wide PLC/PLT every month. We collaborate on best teaching practices and cultivate a growth mindset community which allows all staff to grow professionally. We hold meetings with parents to involve them in education decisions and to help them support their children at home.

Our school strives to involve all parents in the planning, review, and improvement of Title I programs and our Parent & Family Engagement Plan. All parents are invited to attend meetings regarding the development of the required plan through flyers, school marquee, and REMIND. Parents are asked for their input on activities and trainings provided by the school. The school uses the notes from the group discussion to guide writing the plan.

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

Our school Leadership Team is key in ensuring our teachers and staff are well-supported to provide a positive environment for our students. We also involve business partners to support our teachers and staff in keeping an upbeat, positive morale. Business partners also assist in us providing incentives for our students. Parents and family members are essential to our culture and environment. We invite parents and families to many meetings and events on campus so they can be a part of the school family and so their children can see them in the school community.

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