

Orange County Public Schools

Hunters Creek Elementary



2016-17 Schoolwide Improvement Plan

Hunters Creek Elementary

4650 TOWN CENTER BLVD, Orlando, FL 32837

<https://hunterscreekes.ocps.net/>

School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	50%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	74%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	A	A*	B	A

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

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 monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Hunters Creek Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

To lead our students to success with the support and involvement of families and communities

b. Provide the school's vision statement.

To be the top producer of successful students in the nation

2. School Environment

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

At the beginning of the year, all teachers have a classroom assignment where students share their families' cultures with a "Share and Discuss" activity. As schoolwide events, we host Multicultural Day and Heritage Night. Both events recognize and celebrate the different cultures that are represented through the families at our school by having a living museum that displays artifacts from the different countries that represent our school's population. The Heritage Night event allows families to share their cultures' foods, music, and authentic dress.

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

At Hunter's Creek Elementary we focus on building character traits by presenting Words of Wisdom through our PAW TV. Every classroom participates in the Learning for Life program as well as hosting frequent class meetings to discuss desired behavior. We conduct monthly Future Leader Award celebrations that showcase students with exemplary effort for the character trait of the month. This year we are implementing CHAMPS, a schoolwide positive behavior program that provides students with clear directions for behavior and expectations in multiple settings. Our counselor also visits classrooms to discuss differences among students while teaching our children how to respect each other.

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

Through our Learning for Life lessons, we have created a culture where behavior is handled through our counseling and mentoring process. For the 2016-17 school year we are proactively implementing CHAMPS as a positive way to set clear expectations for all students at all times. Students who have shown a need for a more structured plan have been referred through the Multi-tiered System of Support (MTSS) behavior process.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Through our Multi-tiered System of Support (MTSS) process we address academic and social needs based on teacher recommendations. For social-emotional concerns, we have a guidance counselor who provides individual, small group and focus group intervention. The school guidance counselor coordinates services for students through The Multiagency Network for Students with Emotional/

Behavioral Disabilities (SEDNET), if the school cannot offer the proper support service. Our Curriculum Compliance Teacher (CCT) and Staffing Specialist work hand in hand to provide any additional services that may impact our English Language Learners (ELLs) and Exceptional Student Education (ESE) students. For example, our ESE students have social skills embedded in their Individualized Education Program (IEP) to address classroom behaviors.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

The administrative team, along with the office staff, works diligently to review weekly data on attendance, discipline and the MTSS process. The team focuses on student attendance with multiple tardies and/or absences. These students receive a home visit from our social worker or administration to ensure that they are within our zone and that there is a legitimate reason for their tardies or absences before we proceed with a truancy case. In addition at the beginning of the year, our core team identified our Level 1 students and placed them in Tier II or III interventions and tutoring groups. Our discipline team reviews referrals trends monthly and addresses the behaviors with counseling, mentoring, discipline or tiered interventions and possible solutions.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	22	18	9	5	16	9	0	0	0	0	0	0	0	79
One or more suspensions	0	0	1	1	2	1	0	0	0	0	0	0	0	5
Course failure in ELA or Math	35	45	39	66	46	39	0	0	0	0	0	0	0	270
Level 1 on statewide assessment	0	0	0	37	48	33	0	0	0	0	0	0	0	118

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	13	3	4	37	36	24	0	0	0	0	0	0	0	117

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

1. Tutoring - math and reading groups
2. Reading Intervention - for first through fifth grades
3. i-Station - self-paced, web-based program
4. MTSS - tiered systems of supports for students
5. Social Worker referral
6. Parent conferences
7. Small group and focus group counseling
8. Portfolios for at-risk third grade students
9. WIN Time – 30-minute, daily intervention time for enrichment or remediation

10. i-Ready for math intervention - self-paced, web-based program
11. CHAMPS - positive behavior support program

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

Parents at Hunter's Creek Elementary are involved and attend many of our school events. The Parent Teacher Association (PTA) is active and hosts several events throughout the year as well as partnering with the school during Meet the Teacher, Open House, and curriculum events each year. In addition, the school hosts a Parent Conference Night, a musical concert for each grade level, and a Multicultural Fair in the spring. Our ADDitions program is active and we logged over 8,000 volunteer hours last year. Our target for the 2016-17 school year is to maintain our high level of parental involvement.

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

Our Partners in Education (PIE) program, which is coordinated by school staff and parent volunteers, builds and sustains partnerships by learning about our local businesses and their relationship to our school. In addition, local businesses are invited to participate in our Open House, Meet the Teacher and other community events through our PTA connections. School-based projects, such as Career Day and Dental Health Day, provide opportunities for larger companies to donate and participate in our school. Finally, our expansive student after-school programs provide parents the opportunity to interact with surrounding businesses while our school and students benefit with learning new talents and skills.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

1. School Leadership Team

a. Membership

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

Name	Title
Urdaneta, Fresia	Principal
Patterson, Ellen	Other
DePriest, Christie	Instructional Coach
Wilson, Michael	Assistant Principal
Villaverde, Nicole	Instructional Coach
Gonzalez, Christian	Guidance Counselor
Useche, Ana	Other

b. Duties

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

- a. Administration: Provide effective leadership for all staff and students, help analyze data, coach and conduct classroom walkthroughs to maintain effective classroom instruction, ensure a positive commitment to all students and staff, provide feedback and suggestions for intervention ideas and be an active member of the MTSS leadership team
- b. Curriculum Resource Teacher (CRT): Act as member of the MTSS leadership team, provide feedback, suggestions, and resource materials for any intervention plans that are developed for students, conduct classroom walkthroughs to provide feedback to ensure effective classroom instruction, facilitate Professional Learning Community (PLC) common planning and lead grade levels in the common planning process
- c. Curriculum Compliance Teacher (CCT): Act as member of MTSS leadership team, help cross-reference students needing the MTSS process and/or English for Speakers of Other Languages (ESOL) strategies depending on the Limited English Proficiency (LEP) status of the student, provide feedback and suggestions for intervention strategies, provide Sheltered Instruction Observation Protocol (SIOP) training and strategies for teachers to implement in the classroom, conduct classroom walkthroughs to provide feedback to ensure effective classroom instruction, facilitate PLC common planning, and lead grade levels in the common planning process
- d. Guidance Counselor: Act as member of MTSS leadership team, conduct meetings with individual classroom teachers who have identified students needing MTSS process, help identify students for MTSS process through analysis of data, help deliver resources to teachers needing intervention materials, and lead small group instruction for students with behavior and social skills
- e. Instructional Support Staff: Act as members of MTSS leadership team, help analyze data, provide necessary documentation materials (charts, graphs, etc.), provide feedback and suggestions on appropriate intervention ideas for students, provide Tier III system of support for classroom teacher if necessary, facilitate PLC common planning and lead grade levels in the common planning process, and conduct classroom walkthroughs to provide feedback to ensure effective classroom instruction
- f. Team Leaders for grade levels: Analyze data, provide structured intervention strategies for students who are receiving MTSS, provide feedback, encouragement and ideas for other team members, and help lead common planning process for grade levels
- g. Special Area Team: Provide suggestions and feedback regarding students who are receiving MTSS and provide Tier III system of support when necessary
- h. Staffing Specialist: Act as facilitator of MTSS leadership team, analyze data, provide input on strategies, give suggestions and feedback on interventions for students, hold weekly meetings for MTSS leadership team to provide updates on student statuses, review progress, deliver new information learned about process, receive weekly documentation from classroom teachers on students with interventions, review weekly documentation, set up follow-up meetings with teachers to review new data and discuss implementation of intervention program, and ensure all IEP documentation and accommodations are in compliance

i. ESE Team: Provide Tier III system of support when necessary, members of the MTSS leadership team and provide small group accommodations for ESE students

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

We used previous years' standardized assessments such as Florida Standards Assessments (FSA) and Measures of Academic Progress (MAP) assessments to begin our initial analysis of student placement data. As a school, our continual progress monitoring is completed through the use of school-based common assessments, standards-based assessments, and MAP for grades K through two. MAP data is analyzed for differentiation of instruction. Fountas and Pinnell (F & P) data is used from the previous school year to initially place students. All grades use school-based standards assessments, grade-level common assessments and ESOL/ACCESS testing data. FSA data for reading and math (grades three through five) and Florida Comprehensive Assessment Test (FCAT) for fifth grade science testing results are analyzed in order to address core instruction for small group and individual student needs. In order for all data to be analyzed, the MTSS team including administration, staffing specialist, CRT, guidance counselor, reading specialist, language therapist, ESE teacher, instructional support, and school psychologist, will gather data from all assessments and collaborate with classroom teachers and resource teachers, who have also disseminated data, to create a plan for each child in the lowest 20th quartile.

School Advisory Council (SAC) money will be utilized to fund a reading tutoring program for third through fifth grade students who scored in the bottom quartile on the FSA or below the 25th percentile on MAP for 2015-16 school year for third grade students. Certified teachers will tutor groups of no more than 10 in 45-minute sessions twice a week after school. This supplemental instruction will strengthen reading skills and strategies for these students, which will result in increased student achievement.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Lisa Rivera	Teacher
Fresia E. Urdaneta	Principal
Nicole Villaverde	Education Support Employee
Amanda Kliegl	Parent
Ellen Patterson	Teacher

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC conducts discussions and reviews the end-of-year data. These discussions lead to solutions and action steps that become part of the SIP. The SAC reviews the plan before and after it is submitted to the state and conducts SIP reviews. For the 2016-17 school year, the SAC voted to use

SAC funds to provide tutoring for students in third, fourth, and fifth grade who scored in the bottom 20th percentile on previous years' state assessments.

b. Development of this school improvement plan

The SAC looked at Florida Standards Assessment (FSA) results, Florida Comprehension Assessment Test (FCAT) Science 2.0, and iObservation data to determine school needs. Based on school needs, we developed the SIP goals.

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

The SAC reviews the budget as it pertains to allocations for resources and professional development outlined in the SIP.

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

The SAC funds will be used to support the before and after school tutoring program as needed to Supplemental Academic Instruction (SAI) funds.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Patterson, Ellen	Instructional Coach
DePriest, Christie	Instructional Coach
Urdaneta, Fresia	Principal
Villaverde, Nicole	Instructional Coach
Wilson, Michael	Assistant Principal
Useche, Ana	Other

b. Duties

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

The committee wants to involve more students in reading independently and to increase students' capacities to read longer passages. As a school, our goal is to increase students' level of comfort with digital text. We want to motivate even the most reluctant readers to enjoy reading. The LLT will support classroom teachers as they implement reading instruction with an intentional focus on the learning gains of the lowest 30% of students. This year the school purchased Fountas and Pinnell as an intervention and screening diagnostic assessment for all students. Teachers will use the data from Fountas and Pinnell to help students choose reading programs on his/her instructional and independent reading level.

During the common planning process, members of the LLT will support grade levels in completing reading plans that are standards-based and support literacy within the school.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

We strive to create a collaborative environment where teachers are given allotted, uninterrupted planning time to discuss and dig deeper into planning for their lessons collaboratively. The collaborative planning time takes place during designated special area time. During this time a coach is present to facilitate the grade-level teams through the common planning process. During the summer, teachers were provided with an additional three days of common planning. To continue with their efforts of collaboration, a schedule has been created to give teachers and grade levels the opportunity to plan every six weeks through a two-hour, uninterrupted block, in addition to their normal planning time. The staff is afforded professional development opportunities, including grade-level specific training, while also being provided specific attention through the Instructional Coach.

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

We strive to recruit only the most highly qualified teachers by screening resumes from candidates that apply for our open positions. The questions that are asked during the interview are focused on instructional philosophy and knowledge, which gives insights to past teaching experience. After the interviews we also conduct reference checks to ensure the candidate would be a good fit for our school, community, and specific grade level. In order to retain these high quality teachers, we build collegial relationships, maintain a positive school climate, and provide challenging opportunities for growth and leadership through adult learning via Professional Learning Communities (PLCs).

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

We partner first-year teachers with teachers who have multiple years of experience in both the classroom and our school. When possible we also partner new teachers with teachers on his/her assigned grade level. The teachers work together to conduct lesson planning through the common planning process as well as complete the coaching cycle and observations. The experienced teacher offers support through email and weekly conferences to help with classroom issues, student concerns, and county requirements.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented

to assist students having difficulty attaining the proficient or advanced level on state assessments.

Based on current data analysis, the school determined a need for resources that could address the needs of students in the lowest 25% and in learning gains. We identified a need for a schoolwide data point and will continue the use of Fountas and Pinnell as our running record assessment, which includes intervention kits for all grade levels. Intervention reading resources from Curriculum Associates will be purchased for the lowest 25% in grades three through five. The school continued to fund a reading resource teacher for primary grades (K through two) and expanded the program to incorporate more students in kindergarten and second grades. As a school, we also continued with our Title III Spanish paraprofessional, two existing ELL paraprofessionals, a full-time gifted teacher to meet EP requirements, and two ESE paraprofessionals that assist the full time ESE teacher to meet all needs of students with IEPs. Teachers have been reassigned or added to meet the needs of the grade level.

Before the school year began, the data was analyzed by grade level to understand the instructional needs of each child so that the MTSS process could begin immediately. PLCs were created with a focus on common planning in all grade levels while professional development training opportunities were offered to assist in areas of growth. The data will help the MTSS to remain a fluid process as we use the aforementioned resources to address the needs of our students. "What I need" (WIN) time per grade level (a dedicated intervention period) is discussed during the PLCs so that teachers can address additional needs or provide additional resources to students in their class and grade level. Web-based diagnostic programs, i-Ready for reading and math, which operate at each student's level and assist with independent pacing growth, were also acquired to meet individual needs. Instructional Coaches will push into the highest priority needed areas based on data analysis.

Administration reviews the data from the previous year to set the focus for the current year while constantly monitoring the MTSS process, formative grade-level assessments and state assessments to ensure every child is receiving the instruction necessary to meet the Florida Standards.

The core leadership team, which consists of the Principal, Assistant Principal, CRT, CCT, Staffing Specialist, Dual Language Coordinator, Instructional Coaches, and Guidance Counselor meet to review data and speak about individual students. Concerns are then discussed with the individual teacher or grade level via "Kid Talks".

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

Strategy: Extended School Day

Minutes added to school year: 2,880

The third, fourth, and fifth grade teachers will offer structured, formal tutoring for students' in the mornings or afternoon as it benefits students needs.

Strategy Rationale

We will be disseminating data to ensure our lowest 25% are benefiting from this additional instruction.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Patterson, Ellen, ellen.patterson@ocps.net

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

Student data is collected with every common assessment given during a unit of instruction. Teachers analyze the data and determine which tutoring group offers the child the most benefit. Teachers will assess the effectiveness of the tutoring session through exit slips and student work and adjust tutoring time and placement as needed.

Strategy: Extended School Day

Minutes added to school year: 1,800

Extended Day students utilize the i-Station program provided by Orange County Public Schools (OCPS).

Strategy Rationale

Students that remain after school benefit from the additional leveled instruction that is offered on a structured schedule at least twice a week while receiving instruction on how to use technology.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Patterson, Ellen, ellen.patterson@ocps.net

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

Data reports are run from the software platform. These reports include amount of time spent on the program, accuracy rates, and areas of strengths and weakness.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Every year we host a Kindergarten Roundup for incoming kindergarten students. Parents visit the school with registration information and are welcomed to view the campus. We also offer school tours anytime during the school year or summer. During the first week of school, we transition kindergarten parents and students throughout the week by allowing them more access to the classroom during the morning than in the upper grades.

Every year we host a Dual Language Orientation for incoming magnet students. The parents receive a model lesson of what a student expects to see during a typical dual language day, while also receiving information about the program including transitions, content area (which language they are taught) and how the model works to ensure bi-literacy.

For our outgoing fifth graders, students visit their attending middle school for a tour and orientation of what a typical day is like at the middle school level.

Grades K through five vertically plan to ensure students have been taught prior skills necessary for the upcoming grade level. Teachers collaborate to determine prerequisite skills necessary for mastery in the upcoming grade.

b. College and Career Readiness

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

We offer "Conversations with the Counselor", which are parental meetings that offer strategies for parents to prepare their students for college and career readiness by discussing topics such as "Is it too early to choose a career?" In addition, we offer our fifth grade students "Career Day" where Partners in Education come and discuss the varying businesses that are represented at our school through parents and community partners. As a new initiative this school year, each Wednesday teachers and staff wear college shirts to represent a college and spark interest with the students.

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

N/A

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

Our school is participating in Project Lead the Way (PLTW), which is the nation's leading provider of Science, Technology, Engineering, and Math (STEM) programs. Through world-class K-12 curriculum, high-quality teacher professional development, and outstanding partnerships, PLTW helps students develop the skills needed to succeed in the global economy. In addition, we have vendors who offer after-school programs on our campus that educate our students for career opportunities: Engineering for Kids, Drama and Spanish class.

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

We implement STEM strategies through PLTW, which is a partnership with Lockheed Martin. The classroom teachers completed PLTW training and are implementing the STEM-based projects during their science instruction. Through our dual language program, students are supported in becoming bi-literate and bilingual so that as they progress to middle school, they are able to take Advanced Placement (AP) classes that count towards high school language credits.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** To increase the effectiveness of utilizing student data to inform instruction through teacher collaboration within Professional Learning Communities (PLCs). (Division Priority #1: Accelerate Student Performance; Division Priority #2: Narrow Achievement Gaps)

- G2.** To improve standards-based instruction by effectively implementing the elements identified by the Marzano Instructional Framework. (Division Priority #1: Accelerate Student Performance; Division Priority #2: Narrow Achievement Gaps)

Strategic Goals Detail

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

G1. To increase the effectiveness of utilizing student data to inform instruction through teacher collaboration within Professional Learning Communities (PLCs). (Division Priority #1: Accelerate Student Performance; Division Priority #2: Narrow Achievement Gaps) 1a

G084955

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	68.0
FSA ELA Achievement	70.0
ELA/Reading Gains	61.0
FSA Mathematics Achievement	76.0
ELA/Reading Lowest 25% Gains	59.0
Math Gains	66.0
Math Lowest 25% Gains	48.0

Targeted Barriers to Achieving the Goal 3

- Teachers need support in using data to plan for making adjustments to instruction and/or to provide differentiated instruction to students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Spreadsheets

Plan to Monitor Progress Toward G1. 8

Monitor PLC common planning notes and unit planning checklists. Review grade-level lesson plans for common goals, scales, learning targets, and daily formative or summative assessments. Review MTSS student grouping documents. Review lesson plans for differentiated instruction. Evaluate county and state administered assessments for student achievement with the grade-level standards.

Person Responsible

Michael Wilson

Schedule

Biweekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Team common planning notes and coaches' logs posted to SharePoint site, grade-level commonly planned lesson plans; PLC assessment data collected for both common daily formative assessments and common unit summative assessments; teacher interventions for all students to provide differentiated instruction based on data review; student performance data

G2. To improve standards-based instruction by effectively implementing the elements identified by the Marzano Instructional Framework. (Division Priority #1: Accelerate Student Performance; Division Priority #2: Narrow Achievement Gaps) **1a**

G084956

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	70.0
FCAT 2.0 Science Proficiency	68.0
ELA/Reading Lowest 25% Gains	48.0
Math Lowest 25% Gains	59.0
ELA/Reading Gains	61.0
Math Gains	66.0
FSA Mathematics Achievement	76.0

Targeted Barriers to Achieving the Goal **3**

- Teachers need support in determining which elements or strategies from the framework are most appropriate in teaching the given standard(s).
- Teachers need further knowledge of deconstructing Florida Standards for deeper understanding of expected learning targets and depth of knowledge required to demonstrate mastery.

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

- Marzano training materials
- Effective Educators website
- Instructional Management System (IMS)
- Standards-based instruction training
- CPalms
- PLC Common Planning Process
- Deconstructed Standards
-

Plan to Monitor Progress Toward G2. **8**

Analyze teacher lesson plans for inclusion of standards-based teaching aligned to depth and rigor of the standards and observe teachers for the use of Marzano teaching strategies. Monitor student progress through classroom PLC common assessment data and state assessments.

Person Responsible

Fresia Urdaneta

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Grade-level common lesson plans, grade-level common summative and formative assessments, PLC common planning checklist and coaches' logs for grade-level common planning meetings, iObservation data and student performance data

Action Plan for Improvement

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

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key

G1. To increase the effectiveness of utilizing student data to inform instruction through teacher collaboration within Professional Learning Communities (PLCs). (Division Priority #1: Accelerate Student Performance; Division Priority #2: Narrow Achievement Gaps) **1**

 G084955

G1.B1 Teachers need support in using data to plan for making adjustments to instruction and/or to provide differentiated instruction to students. **2**

 B225934

G1.B1.S1 Teachers will be common planning three days a week throughout the school year with the support and guidance of coaches and administration. **4**

 S238324

Strategy Rationale

Our school grade dropped from an A to a B. Therefore, we will be focusing our planning on data to help our teachers identify effective strategies to differentiate instruction to meet the needs of our lowest quartile.

Action Step 1 **5**

During common planning, coaches will model use of data to group students and plan differentiated tasks during small group instruction and intervention time.

Person Responsible

Christie DePriest

Schedule

Annually, from 8/8/2016 to 5/31/2017

Evidence of Completion

Lesson plans, classrooms walkthroughs

Action Step 2 **5**

To build teacher capacity in using student data to inform instruction, coaches will provide opportunities for each grade-level team member to take turns facilitating common planning, sharing their thinking and strategy in developing differentiated tasks based on data.

Person Responsible

Nicole Villaverde

Schedule

Annually, from 8/8/2016 to 5/31/2017

Evidence of Completion

Coach observations, agenda, and lesson plans.

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

Leadership team is present during PLCs to provide support and guidance.

Person Responsible

Christie DePriest

Schedule

Weekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Lesson plans, iObservations, common assessments, agenda with guiding questions

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

Leadership team will review lesson plans, common assessment data, and teacher observations.

Person Responsible

Fresia Urdaneta

Schedule

Weekly, from 8/22/2016 to 5/31/2017


Evidence of Completion

Student work, data, observations

G2. To improve standards-based instruction by effectively implementing the elements identified by the Marzano Instructional Framework. (Division Priority #1: Accelerate Student Performance; Division Priority #2: Narrow Achievement Gaps) **1**

 G084956

G2.B1 Teachers need support in determining which elements or strategies from the framework are most appropriate in teaching the given standard(s). **2**

 B225935

G2.B1.S1 Leadership team will provide guidance and coaching for teachers through the common planning process for the best implementation of using and monitoring elements of the Marzano Instructional Framework based on the expected thinking and learning processes for each lesson. **4**

 S238325

Strategy Rationale

Through this process teachers will be guided on how to select elements from the Marzano Framework that align to the depth of knowledge of the standards being taught that will lead them to the desired effects.

Action Step 1 **5**

Principal will provide PD during pre-planning on how to align a standard with elements/strategies from the Marzano Instructional Framework.

Person Responsible

Fresia Urdaneta

Schedule

Weekly, from 8/8/2016 to 5/31/2017

Evidence of Completion

Grade-level common lesson plans, observations, student common assessment data, i-Ready Standards Mastery assessments

Action Step 2 5

During common planning, coaches will model for teachers how to choose Instructional Framework elements based on the given standard(s).

Person Responsible

Nicole Villaverde

Schedule

Quarterly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Common planning agenda, lesson plans, student data, i-Ready Standards Mastery assessment, classroom observations and iObservation element report

Action Step 3 5

Administrators will observe PLCs to monitor teachers' progress in planning with the Framework based on standards and meet with coaches to assess whether grade-level teams are ready to move forward in owning the planning process.

Person Responsible

Fresia Urdaneta

Schedule

Biweekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Observations

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Leadership team will review common planning attendance records, sign-in sheets, agendas, training materials and lesson plans.

Person Responsible

Fresia Urdaneta

Schedule

Monthly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Grade-level common lesson plans, grade-level common summative and formative assessments, PLC common planning checklist and coaches' logs for grade-level common planning meetings

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Leadership team will monitor teacher use of appropriate elements and strategies and for monitoring of desired student outcomes during formal and informal observations, providing immediate, actionable feedback to teachers based on observation results.

Person Responsible

Fresia Urdaneta


Schedule

Biweekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

iObservation evaluations

G2.B2 Teachers need further knowledge of deconstructing Florida Standards for deeper understanding of expected learning targets and depth of knowledge required to demonstrate mastery. **2**

 B225936

G2.B2.S1 Implement a structured PLC planning process, which includes standards-based planning, creating and implementing common assessments, and common data analysis. **4**

 S238326

Strategy Rationale

Our school grade dropped from an A to a B. Therefore, we will be focusing our planning on data to help our teachers identify effective strategies to differentiate instruction to meet the needs of our lowest quartile.

Action Step 1 **5**

Our school grade dropped from an A to a B. Therefore, we will focus our planning on student data to help our teachers identify effective strategies to differentiate instruction to meet the needs of our lowest quartile.

Person Responsible

Michael Wilson

Schedule

Monthly, from 8/8/2016 to 5/31/2017

Evidence of Completion

Lesson plans, PLC meetings, agenda, observations

Action Step 2 **5**

Many of our students in our lowest quartile are ESOL students. Therefore, the leadership team will be providing teachers with ESOL strategies to target the needs of those students.

Person Responsible

Fresia Urdaneta

Schedule

Monthly, from 8/8/2016 to 5/31/2017

Evidence of Completion

Lesson plans, PLC meetings, agenda, observations

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Leadership team will monitor lesson plans, PLC structures, standards-based instruction, and common assessments.

Person Responsible

Michael Wilson

Schedule

Biweekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Agendas, iObservation data, lesson plans, student data sheets, common assessment data

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Leadership team will monitor teacher use of appropriate strategies during formal and informal observations, providing immediate, actionable feedback to teachers based on observation results.

Person Responsible

Fresia Urdaneta

Schedule

Biweekly, from 8/15/2016 to 5/31/2017



Evidence of Completion

iObservation evaluations

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 M315080	Monitor PLC common planning notes and unit planning checklists. Review grade-level lesson plans for...	Wilson, Michael	8/15/2016	Team common planning notes and coaches' logs posted to SharePoint site, grade-level commonly planned lesson plans; PLC assessment data collected for both common daily formative assessments and common unit summative assessments; teacher interventions for all students to provide differentiated instruction based on data review; student performance data	5/31/2017 biweekly
G2.MA1 M315085	Analyze teacher lesson plans for inclusion of standards-based teaching aligned to depth and rigor...	Urdaneta, Fresia	8/15/2016	Grade-level common lesson plans, grade-level common summative and formative assessments, PLC common planning checklist and coaches' logs for grade-level common planning meetings, iObservation data and student performance data	5/31/2017 weekly
G1.B1.S1.MA1 M315078	Leadership team will review lesson plans, common assessment data, and teacher observations.	Urdaneta, Fresia	8/22/2016	Student work, data, observations	5/31/2017 weekly
G1.B1.S1.MA1 M315079	Leadership team is present during PLCs to provide support and guidance.	DePriest, Christie	8/22/2016	Lesson plans, iObservations, common assessments, agenda with guiding questions	5/31/2017 weekly
G1.B1.S1.A1 A308496	During common planning, coaches will model use of data to group students and plan differentiated...	DePriest, Christie	8/8/2016	Lesson plans, classrooms walkthroughs	5/31/2017 annually
G1.B1.S1.A2 A308497	To build teacher capacity in using student data to inform instruction, coaches will provide...	Villaverde, Nicole	8/8/2016	Coach observations, agenda, and lesson plans.	5/31/2017 annually
G2.B1.S1.MA1 M315081	Leadership team will monitor teacher use of appropriate elements and strategies and for monitoring...	Urdaneta, Fresia	8/15/2016	iObservation evaluations	5/31/2017 biweekly
G2.B1.S1.MA1 M315082	Leadership team will review common planning attendance records, sign-in sheets, agendas, training...	Urdaneta, Fresia	8/15/2016	Grade-level common lesson plans, grade-level common summative and formative assessments, PLC common planning checklist and coaches' logs for grade-level common planning meetings	5/31/2017 monthly
G2.B1.S1.A1 A308498	Principal will provide PD during pre-planning on how to align a standard with elements/strategies...	Urdaneta, Fresia	8/8/2016	Grade-level common lesson plans, observations, student common assessment data, i-Ready Standards Mastery assessments	5/31/2017 weekly
G2.B1.S1.A2 A308499	During common planning, coaches will model for teachers how to choose Instructional Framework...	Villaverde, Nicole	8/15/2016	Common planning agenda, lesson plans, student data, i-Ready Standards Mastery assessment, classroom observations and iObservation element report	5/31/2017 quarterly
G2.B1.S1.A3 A308500	Administrators will observe PLCs to monitor teachers' progress in planning with the Framework based...	Urdaneta, Fresia	8/15/2016	Observations	5/31/2017 biweekly
G2.B2.S1.MA1 M315083	Leadership team will monitor teacher use of appropriate strategies during formal and informal...	Urdaneta, Fresia	8/15/2016	iObservation evaluations	5/31/2017 biweekly
G2.B2.S1.MA1 M315084	Leadership team will monitor lesson plans, PLC structures, standards-based instruction, and common...	Wilson, Michael	8/15/2016	Agendas, iObservation data, lesson plans, student data sheets, common assessment data	5/31/2017 biweekly

Orange - 1191 - Hunters Creek Elementary - 2016-17 SIP
Hunters Creek Elementary

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.A1  A308501	Our school grade dropped from an A to a B. Therefore, we will focus our planning on student data to...	Wilson, Michael	8/8/2016	Lesson plans, PLC meetings, agenda, observations	5/31/2017 monthly
G2.B2.S1.A2  A308502	Many of our students in our lowest quartile are ESOL students. Therefore, the leadership team will...	Urdaneta, Fresia	8/8/2016	Lesson plans, PLC meetings, agenda, observations	5/31/2017 monthly

V. Professional Development Opportunities

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

G1. To increase the effectiveness of utilizing student data to inform instruction through teacher collaboration within Professional Learning Communities (PLCs). (Division Priority #1: Accelerate Student Performance; Division Priority #2: Narrow Achievement Gaps)

G1.B1 Teachers need support in using data to plan for making adjustments to instruction and/or to provide differentiated instruction to students.

G1.B1.S1 Teachers will be common planning three days a week throughout the school year with the support and guidance of coaches and administration.

PD Opportunity 1

During common planning, coaches will model use of data to group students and plan differentiated tasks during small group instruction and intervention time.

Facilitator

Instructional Coaches

Participants

Instructional personnel

Schedule

Annually, from 8/8/2016 to 5/31/2017

PD Opportunity 2

To build teacher capacity in using student data to inform instruction, coaches will provide opportunities for each grade-level team member to take turns facilitating common planning, sharing their thinking and strategy in developing differentiated tasks based on data.

Facilitator

Instructional coaches

Participants

Instructional personnel

Schedule

Annually, from 8/8/2016 to 5/31/2017

G2. To improve standards-based instruction by effectively implementing the elements identified by the Marzano Instructional Framework. (Division Priority #1: Accelerate Student Performance; Division Priority #2: Narrow Achievement Gaps)

G2.B1 Teachers need support in determining which elements or strategies from the framework are most appropriate in teaching the given standard(s).

G2.B1.S1 Leadership team will provide guidance and coaching for teachers through the common planning process for the best implementation of using and monitoring elements of the Marzano Instructional Framework based on the expected thinking and learning processes for each lesson.

PD Opportunity 1

Principal will provide PD during pre-planning on how to align a standard with elements/strategies from the Marzano Instructional Framework.

Facilitator

Fresia E. Urdaneta

Participants

Instructional personnel

Schedule

Weekly, from 8/8/2016 to 5/31/2017

PD Opportunity 2

During common planning, coaches will model for teachers how to choose Instructional Framework elements based on the given standard(s).

Facilitator

Instructional coaches

Participants

Instructional personnel

Schedule

Quarterly, from 8/15/2016 to 5/31/2017

G2.B2 Teachers need further knowledge of deconstructing Florida Standards for deeper understanding of expected learning targets and depth of knowledge required to demonstrate mastery.

G2.B2.S1 Implement a structured PLC planning process, which includes standards-based planning, creating and implementing common assessments, and common data analysis.

PD Opportunity 1

Many of our students in our lowest quartile are ESOL students. Therefore, the leadership team will be providing teachers with ESOL strategies to target the needs of those students.

Facilitator

Elizavet Rivera

Participants

Instructional staff

Schedule

Monthly, from 8/8/2016 to 5/31/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	During common planning, coaches will model use of data to group students and plan differentiated tasks during small group instruction and intervention time.	\$0.00			
2	G1.B1.S1.A2	To build teacher capacity in using student data to inform instruction, coaches will provide opportunities for each grade-level team member to take turns facilitating common planning, sharing their thinking and strategy in developing differentiated tasks based on data.	\$0.00			
3	G2.B1.S1.A1	Principal will provide PD during pre-planning on how to align a standard with elements/strategies from the Marzano Instructional Framework.	\$5,000.00			
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	3336	500-Materials and Supplies	1191 - Hunters Creek Elementary	General Fund		\$0.00
<i>Notes: instructional planning materials, common assessments resources</i>						
		692-Computer Software Non-Capitalized	1191 - Hunters Creek Elementary	General Fund		\$5,000.00
<i>Notes: Reading A-Z, resources for instructional materials for creation of common assessments</i>						
4	G2.B1.S1.A2	During common planning, coaches will model for teachers how to choose Instructional Framework elements based on the given standard(s).	\$0.00			
5	G2.B1.S1.A3	Administrators will observe PLCs to monitor teachers' progress in planning with the Framework based on standards and meet with coaches to assess whether grade-level teams are ready to move forward in owning the planning process.	\$0.00			
6	G2.B2.S1.A1	Our school grade dropped from an A to a B. Therefore, we will focus our planning on student data to help our teachers identify effective strategies to differentiate instruction to meet the needs of our lowest quartile.	\$0.00			
7	G2.B2.S1.A2	Many of our students in our lowest quartile are ESOL students. Therefore, the leadership team will be providing teachers with ESOL strategies to target the needs of those students.	\$0.00			
Total:						\$5,000.00