

Orange County Public Schools

Engelwood Elementary



2018-19 School Improvement Plan

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Engelwood Elementary

900 ENGEL DR, Orlando, FL 32807

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

School Demographics

School Type and Grades Served
(per MSID File)

Elementary School
PK-5

2018-19 Title I School

Yes

2018-19 Economically Disadvantaged (FRL) Rate
(As Reported on Survey 3)

100%

Primary Service Type
(per MSID File)

K-12 General Education

Charter School

No

2018-19 Minority Rate
(Reported as Non-white on Survey 2)

94%

School Grades History

Year Grade	2017-18	2016-17	2015-16	2014-15
	D	C	D	C*

School Board Approval

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

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

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

Provide the school's vision statement

To be the top producer of successful students in the nation

School Leadership Team

Membership

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

Name	Title
Agudo, Andrew	Principal
Salazar, Gloria	Assistant Principal
Cintron, Marybelle	Instructional Coach
Gonzalez, Diana	Instructional Coach
Bryant, Kelly	Instructional Coach
Anderson, Leslie	Other
Hernandez Gomez, Maria	Instructional Coach
Privitera, Julie	Teacher, ESE

Duties

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

Andrew Agudo-Principal
Grade Level Responsibilities
4th and 5th grade ELA
2nd grade all subjects
1st grade all subjects

Gloria Salazar-Assistant Principal
Grade Level Responsibilities
4th and 5th grade mathematics
3rd grade all subjects
Kindergarten all subjects

Administrators will facilitate and monitor leadership initiatives throughout the school as well as instructional processes and progress monitor classroom instruction and student

data. Leadership meetings will be facilitated once a week on effective teaching strategies, coaching opportunities, and both school-wide and individual student data.

Kelly Bryant -Instructional Coach

Lead Teacher Mentor

- Coordinate Mentoring program for first year teachers

- Match teacher with a veteran teacher (mentor)

- Ensure mentors are meeting with teachers

- Guide Teachers on year 1 & 2 requirements

- Track requirement completion

- Provide PD based on need

Tier 3 teacher and new teacher coaching to improve instruction

Professional development facilitator

Conducts model lessons for teachers

PLC facilitator grades K-3 ELA

- Assist teachers with the planning process.

- Provide assessments for a Backward Design Planning

- Provide resources for lessons

- Discuss engagement strategies

Member of data team

DPLC Team Member

Monitoring:

Coaching logs, PLC agendas, PLC meeting notes, lesson plan checks, classroom walk-throughs, school data meetings and analysis

Diana Gonzalez-Instructional Coach

Tier 3 teacher and new teacher coaching to improve instruction

Conducts model lessons for teachers

PLC facilitator grades 4-5 ELA and K-5 STEM Coach

- Assist teachers with the planning process.

- Provide assessments for a Backward Design Planning

- Provide resources for lessons

- Discuss engagement strategies

Member of data team

Monitoring:

Coaching logs, classroom walk-throughs, PLC agendas, PLC meeting notes, lesson plan checks, school data meetings and analysis

Maria Hernandez Gomez-Instructional Coach

Tier 3 teacher and new teacher coaching to improve instruction

Conducts model lessons for teachers

PLC facilitator grades K-5 mathematics

- Assist teachers with the planning process.

- Provide assessments for a Backward Design Planning

- Provide resources for lessons

- Discuss engagement strategies

Member of data team

Monitoring:

Coaching logs, classroom walk-throughs, PLC agendas, PLC meeting notes, lesson plan checks, school data meetings and analysis

Marybelle Cintron-Curriculum Resource Teacher

Tier 3 teacher and new teacher coaching to improve instruction

Conducts model lessons for teachers
Professional development facilitator
DPLC Team Member
Intern Coordinator
Testing Coordinator
Member of data team

Monitoring:

Coaching logs, classroom walk-throughs, PLC agendas, PLC meeting notes, lesson plan checks, school data meetings and analysis, internship coaching session notes

Leslie Anderson-MTSS Coach

MTSS school facilitator

-send MTSS letter at BOY for all families

-inform parents in writing of Tier 3 intervention

-collect Transition Forms on each student at mid-year and EoY

-provide paperwork at consent and eligibility meetings

-ensure appropriate paperwork is in students cum. folders at the end of the year

Kid Data Chat Facilitator

-Meet with teachers five times a year to discuss their bottom 25% of students in reading based on the i-Ready diagnostic. Other items are discussed including attendance, math performance, ELL status, student retention, conferences, counseling needs, and ESE/504/MTSS status

Paraprofessional Support

-Train and support paras with resource materials used for small group instruction

-Provide academic and behavior strategies as needed to improve tier 2 instruction

-Make changes to placements as needed

Tier 3 teacher and new teacher coaching to improve instruction

Member of data team

Monitoring:

MTSS meeting notes, Tier 2 and 3 data analysis, classroom walk-throughs, coaching logs

Julie Privitera-Staffing Specialist

Facilitates IEP meetings

-Conduct staffing meetings for initial, annual, re-evaluations and amendments.

Member of MTSS Team

-Attend TIER III meetings, obtain consent, document progress monitoring.

Schedule ESE students and ESE teachers to coordinate IEP minutes and ESE support times.

Provide teachers with data collection opportunities and sample forms

Assist teachers with how to use incentives and daily point sheets as a behavior modification and documentation process

Support teachers with strategies necessary for dealing with students who have specific behavioral needs

Collect, monitor, and graph behavior sheets for students in MTSS/Behavior

Construct binders for students looking towards more restrictive ESE placements

Attend ESE Meetings and Kid Chats for students with behavior challenges and provide necessary input and data

Member of data team

Monitoring:

Student data graphs, MTSS meeting notes, classroom walk-throughs, IEP meeting notes

Leadership team members are included in decision making during all leadership team meetings.

Early Warning Systems

Year 2017-18

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	28	21	13	27	15	23	0	0	0	0	0	0	0	127
One or more suspensions	0	0	0	1	4	1	0	0	0	0	0	0	0	6
Course failure in ELA or Math	1	2	1	11	0	1	0	0	0	0	0	0	0	16
Level 1 on statewide assessment	0	0	0	62	49	56	0	0	0	0	0	0	0	167

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	2	1	20	15	18	0	0	0	0	0	0	0	57

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	0	0	14	0	0	0	0	0	0	0	0	0	14
Retained Students: Previous Year(s)	0	0	0	22	0	0	0	0	0	0	0	0	0	22

Date this data was collected

Thursday 7/5/2018

Year 2016-17 - 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	
Attendance below 90 percent	13	13	12	13	14	10	0	0	0	0	0	0	0	75
One or more suspensions	0	0	0	1	3	1	0	0	0	0	0	0	0	5
Course failure in ELA or Math	23	0	25	40	41	21	0	0	0	0	0	0	0	150
Level 1 on statewide assessment	0	0	0	42	53	45	0	0	0	0	0	0	0	140

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	1	0	3	38	37	21	0	0	0	0	0	0	0	100

Year 2016-17 - 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
Attendance below 90 percent	13	13	12	13	14	10	0	0	0	0	0	0	0	75
One or more suspensions	0	0	0	1	3	1	0	0	0	0	0	0	0	5
Course failure in ELA or Math	23	0	25	40	41	21	0	0	0	0	0	0	0	150
Level 1 on statewide assessment	0	0	0	42	53	45	0	0	0	0	0	0	0	140

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	1	0	3	38	37	21	0	0	0	0	0	0	0	100

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

In reviewing all school grade data the overall proficiency of ELA is at 37% and math is at 33% performed the lowest. The learning gains data also fell into this category with the overall learning gains for math was measured at 28%. These areas have become a trend in recent years with a decline in proficiency as well as learning gains in each of these components. Pertaining to the early warning indicators, attendance is a data component that has increased in the last two years. Attendance for students will increase by 25% with a monthly incentive for students who have attended school the entire month without an absence.

Which data component showed the greatest decline from prior year?

The data component that showed the greatest decline from last year was the overall proficiency in Math. This data group declined from 48% last year to 33% this year, a 15% decline. Math learning gains also declined from 50% last year to 28% this year, a 22% decline. The data component of ELA learning gains also dropped from 47% to 46% as well as the lowest 25% learning gains dropped from 50% to 43% but, were not as significant as the drops in the math data components.

Which data component had the biggest gap when compared to the state average?

When comparing the component data with the state average, math learning gains and math proficiency were the largest gap overall with math learning gains exhibiting a 31% gap and proficiency at a 29% gap. The state averages for both these areas were 59% for math learning gains and 62% for proficiency compared to the schools averages of 28% and 33% respectively. Other data component areas of significant gap were ELA proficiency which had a state average of 56% compared to the school average of 37% and lowest 25 for math which had a state average of 47% compared to the school average of 35%. Both of these areas exhibited an 18% gap.

Which data component showed the most improvement? Is this a trend?

In reviewing the data components, science proficiency showed the most improvement with proficiency growing from 36% last year to 42% this year, a 13% increase. This growth has not been a trend over the past few years but, systems will remain in place to strategically work to continually increase this area and eventually become a trend of growth for the school.

Describe the actions or changes that led to the improvement in this area

Science proficiency was able to grow the previous year due to the implementation of the following items; Flocabulary science support, science bee integration, science small group instruction, targeting bubble students based on previous year ELA proficiency for small group intervention. The combination of these items along with targeted standards-based classroom instruction led to the increased proficiency for this data component.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	37%	56%	56%	36%	54%	55%
ELA Learning Gains	46%	55%	55%	47%	58%	57%
ELA Lowest 25th Percentile	43%	48%	48%	50%	53%	52%
Math Achievement	33%	63%	62%	48%	61%	61%
Math Learning Gains	28%	57%	59%	50%	64%	61%
Math Lowest 25th Percentile	35%	46%	47%	36%	54%	51%
Science Achievement	42%	55%	55%	36%	50%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	28 (13)	21 (13)	13 (12)	27 (13)	15 (14)	23 (10)	127 (75)
One or more suspensions	0 (0)	0 (0)	0 (0)	1 (1)	4 (3)	1 (1)	6 (5)
Course failure in ELA or Math	1 (23)	2 (0)	1 (25)	11 (40)	0 (41)	1 (21)	16 (150)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	62 (42)	49 (53)	56 (45)	167 (140)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	34%	55%	-21%	57%	-23%
	2017	37%	57%	-20%	58%	-21%
Same Grade Comparison		-3%				
Cohort Comparison						
04	2018	32%	54%	-22%	56%	-24%
	2017	32%	57%	-25%	56%	-24%
Same Grade Comparison		0%				
Cohort Comparison		-5%				
05	2018	35%	55%	-20%	55%	-20%
	2017	32%	51%	-19%	53%	-21%
Same Grade Comparison		3%				
Cohort Comparison		3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	36%	61%	-25%	62%	-26%
	2017	53%	63%	-10%	62%	-9%
Same Grade Comparison		-17%				
Cohort Comparison						
04	2018	25%	62%	-37%	62%	-37%
	2017	33%	64%	-31%	64%	-31%
Same Grade Comparison		-8%				
Cohort Comparison		-28%				
05	2018	26%	59%	-33%	61%	-35%
	2017	47%	56%	-9%	57%	-10%
Same Grade Comparison		-21%				
Cohort Comparison		-7%				

Subgroup Data

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
WHT	63	70		56	40						
BLK	17	60		17	30						
HSP	37	44	40	33	28	31	39				
SWD	14	31			23	20					
FRL	37	46	46	33	27	33	42				
ELL	28	38	38	23	27	38	19				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
WHT	46			54							
BLK	27	36		27	55						
HSP	35	47	53	48	48	37	37				
SWD	4	35	36	21	50	38	17				
FRL	37	47	48	49	48	33	38				
ELL	25	39	49	37	46	38	8				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title (DPLC) ELA and Math Grade Level Proficiency (Division Priority #2: Accelerate Student Performance; Division Priority #3: Narrow Achievement Gaps; Division Priority #4: Invest in Human Capital)

Rationale With the overall school proficiency at 37% for ELA and 33% for Math, these two areas were identified as key areas of need for the school. With improvement in effective collaborative planning and the execution of standards-based instruction, the proficiency level of students will increase for all students across subgroups.

Intended Outcome With the inclusion of many new teachers, there is a need to address standards-based instruction. Through support, feedback, and effective collaborative planning with the Corrective Programs team, staff will increase their understanding and plan standards-based instruction through the use of newly implemented progressions, content specific, complex texts, and standards aligned tasks (DPLC) as well as the use of text-dependent questions to increase student achievement in proficiency to 45% for ELA and 40% for Math.

Point Person Andrew Agudo (andrew.agudo@ocps.net)

Action Step

Action Step 1-Principal will define standards-based instruction and the differences between standards-based instruction and standards-referenced instruction through grade-level meetings to all teachers.

Person Responsible -
Andrew Agudo

Schedule-
On 8/6/2018

Evidence of Completion-
PowerPoint presentation

Description Action Step 2-Assistant principal will communicate expectations, non-negotiables, and roles of standards-based instruction to instructional staff.

Person Responsible-
Gloria Salazar

Schedule-
On 8/10/2018

Evidence of Monitoring-
PLC Meeting Notes, Lesson plans

Evidence of Completion-
PowerPoint presentation

Action Step 3-Administrators and instructional coaches will conduct classroom observations to determine which teachers are in need of additional support.

Person Responsible-
Andrew Agudo

Schedule-
Weekly 8/13/2018-5/30/2019

Evidence of Monitoring-
Coaching logs, observation feedback, leadership team notes

Evidence of Completion-
Tiered Teacher Support Map

Action Step 4-Instructional coaches will provide professional development on deconstructing standards for standards-based instruction.

Person Responsible-
Kelly Bryant

Schedule-
On 8/06/2018

Evidence of Monitoring-
PLC meeting notes with evidence of deconstructing standards

Evidence of Completion-
Powerpoint presentation

Action Step 5-Instructional coaches will work with grade-level PLCs to assist with planning of rigorous lessons using standards-based instruction.

Person Responsible-
Gloria Salazar

Schedule-
Weekly-8/13/2018-5/30/2019

Evidence of Monitoring-
PLC meeting notes with evidence of standards-based instruction, lesson plans, classroom observations

Evidence of Completion-
PLC meeting notes

Action Step 6-Teachers will execute lessons based on planning sessions to increase standards-based instruction.

Person Responsible-
Andrew Agudo

Schedule-
Weekly-8/13/2018-5/30/2019

Evidence of Monitoring-
Classroom observation feedback, coaching logs

Evidence of Completion-
Classroom observation feedback

Action step 7-Instructional coaches will meet weekly with administrators to discuss the progress of teacher growth based on needs as well as the common planning process.

Person Responsible-
Andrew Agudo

Schedule-
Weekly-8/13/2018-5/30/2019

Evidence of Monitoring-
PLC meeting notes, classroom observations, instructional coach feedback

Evidence of Completion-
Leadership team meeting notes

Action Step 8 -Administrators and Instructional coaches will provide feedback and support to identified teachers through implementation of the coaching cycle to increase teacher knowledge of rigor and expectations in regards to standards-based instruction.

Person Responsible-
Gloria Salazar

Schedule-
Weekly-8/13/2018-5/30/2019

Evidence of Monitoring-
Classroom observations, instructional coach feedback

Evidence of Completion-
Coaching cycle logs

Action Step 9-DPLC team will attend district meetings with other schools to plan professional development for teachers.

Person Responsible-
Andrew Agudo

Schedule-
Monthly-8/13/2018-5/30/2019

Evidence of Completion-

DPLC Action Planner

Action Step 10-DPLC team will conduct professional development for teachers based on learned practices from district-wide professional development.

Person Responsible-
Andrew Agudo

Schedule-
Monthly-8/13/2018-5/30/2019

Evidence of Monitoring-
PLC meeting notes related to discussions and planning of strategies learned through professional development, lesson plans reflecting strategies from professional development.

Evidence of Completion-
Professional development activities

Action Step 11-Teachers will implement new strategies to increase use of content specific, complex texts and standards aligned tasks as well as text-dependent questions.

Person Responsible-
Andrew Agudo

Schedule-
Biweekly-8/13/2018-5/30/2019

Evidence of Monitoring-
PLC meeting notes related to discussions and planning of strategies, lesson plans reflecting strategies, classroom observations and feedback of implementation of strategies.
Administrators will monitor the implementation of new strategies learned through DPLC during classroom observations and safe practice.

Evidence of Completion-
Lesson plans

Person Responsible Gloria Salazar (gloria.salazar@ocps.net)

Plan to Monitor Effectiveness

Description

-The leadership team will attend common planning, review lesson plans, review student performance data (iReady-bi-monthly, summative assessments-bi-weekly, diagnostic reading-quarterly) , and conduct ongoing classroom observations to determine whether teachers' knowledge of the standards is increasing and teachers are implementing standards-based instruction as a result of collaborative common planning.

-The leadership team along with the East Learning Community will attend common planning sessions and observe classroom instruction to ensure the

implementation of complex texts, and standards aligned tasks (DPLC) as well as the use of text-dependent questions, which will lead to increased student performance.

-Administrators will conduct deliberate data discussions throughout the school year to track the growth of students towards proficiency.

Person Responsible Andrew Agudo (andrew.agudo@ocps.net)

Activity #2

Title	Lowest 25% and Overall Learning Gains (Division Priority #2: Accelerate Student Performance; Division Priority #3: Narrow Achievement Gaps; Division Priority #4: Invest in Human Capital)
Rationale	This area of focus was identified as a need with the analysis of overall school data and in particular with learning gains of students. Learning gains were measured at 46% in ELA and 28% in Math. The lowest 25% gains were measured at 43% for ELA and 35% for Math. With improvement in this area of need students will begin to make the gains necessary to reach proficiency and thus raise the overall proficiency of the school to allow all students to be successful.
Intended Outcome	Student learning gains will increase to 50% for both ELA and Math as well as 55% for the lowest 25% learning gains with the implementation of standards-based data-driven, small group differentiated instruction and intervention (see MTSS plan) in all classrooms in the areas of reading and math with the support of the Corrective Programs Department. Noting that 14 third grade students were retained, due too lack of targeted instruction and monitoring, intensive interventions (SIPPS, LLI) will be implemented to ensure they achieve a learning gain.
Point Person	Andrew Agudo (andrew.agudo@ocps.net)

Action Step

Description	<p>Action Step 1-Principal will define standards-based instruction and the differences between standards-based instruction and standards-referenced instruction through grade-level meetings to all teachers.</p> <p>Person Responsible - Andrew Agudo</p> <p>Schedule- On 8/6/2018</p> <p>Evidence of Completion- PowerPoint presentation</p> <p>Action Step 2-Assistant principal will communicate expectations, non-negotiables, and roles of standards-based instruction to instructional staff.</p> <p>Person Responsible- Gloria Salazar</p> <p>Schedule- On 8/10/2018</p> <p>Evidence of Monitoring- PLC Meeting Notes, Lesson plans</p> <p>Evidence of Completion- PowerPoint presentation</p>
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Action Step 3 -New reading intervention programs; Systematic Instruction in Phoneme Awareness, Phonics and Sight Words (SIPPS) and Leveled Literacy Intervention (LLI) will be purchased to close literacy gap.

Person Responsible-
Andrew Agudo

Schedule-
On 8/10/2018

Evidence of Completion-
Purchase order

Action Step 4-Instructional coaches and Administrators will provide professional development on new intervention programs and organization of intervention schedule.

Person Responsible-
Leslie Anderson

Schedule-
On 9/5/2018

Evidence of Monitoring-
MTSS meeting notes, data meeting notes

Evidence of Completion-
Powerpoint presentation

Action Step 5-Teachers will execute interventions with students based on student needs.

Person Responsible-
Leslie Anderson

Schedule-
Daily, 8/13/2018-5/30/2019

Evidence of Monitoring-
Intervention observation completed by administration, MTSS meeting notes and data

Evidence of Completion-
Intervention schedule, observations

Action Step 6-Instructional coaches will provide professional development on deconstructing standards for standards-based instruction.

Person Responsible-
Kelly Bryant

Schedule-

On 8/06/2018

Evidence of Monitoring-
PLC meeting notes with evidence of deconstructing standards

Evidence of Completion-
Powerpoint presentation

Action Step 7-Administrators and instructional coaches will conduct classroom observations to determine which teachers are in need of additional support.

Person Responsible-
Andrew Agudo

Schedule-
Weekly 8/13/2018-5/30/2019

Evidence of Monitoring-
Coaching logs, observation feedback, leadership team notes

Evidence of Completion-
Tiered Teacher Support Map

Action Step 8-Administrators and Instructional coaches will provide feedback and support to identified teachers through implementation of the coaching cycle to increase teacher knowledge of rigor and expectations in regards to standards-based instruction.

Person Responsible-
Gloria Salazar

Schedule-
Weekly-8/13/2018-5/30/2019

Evidence of Monitoring-
Classroom observations, instructional coach feedback

Evidence of Completion-
Coaching cycle logs

Action Step 9-Instructional coaches and administrators will create a framework of possible small group instruction structures and strategies.

Person Responsible-
Gloria Salazar

Schedule-
On 8/3/2018

Evidence of Completion-
Small group instruction framework

Action Step 10-Instructional coaches will plan a professional development for implementation of small-group instruction for teachers to implement in the classrooms.

Person Responsible-
Andrew Agudo

Schedule-
Weekly-8/13/2018-5/30/2019

Evidence of Completion-
Small group modeling materials, sample center activities

Action Step 11-Instructional coaches and grade-level PLC teams will meet weekly to commonly plan for instruction and assessments of small group lessons

Person Responsible-
Kelly Bryant

Schedule-
Weekly-8/13/2018-5/30/2019

Evidence of Monitoring-
PLC meeting notes reflecting discussions and strategies for small group lessons, Lesson plans reflecting small group lessons, classroom observations during small group lessons.

Evidence of Completion-
Lesson Plans

Action Step 12-Teachers will implement structures for small group learning and execute small group lessons.

Person Responsible-
Andrew Agudo

Schedule-
Daily,8/13/2018-5/30/2019

Evidence of Monitoring-
Classroom observations, instructional coach feedback

Evidence of Completion-
Coaching cycle logs

Implement extra hour Math instruction on Wednesday.
See Corrective Program Action Plan.

Person Responsible Gloria Salazar (gloria.salazar@ocps.net)

Plan to Monitor Effectiveness

-The leadership team will attend common planning, review lesson plans, and conduct classroom observations to determine whether modifications to lessons are taking place according to the framework. During data meetings, common assessments will be gathered to determine the effectiveness of the small-group instruction.

-The leadership team will attend common planning, review lesson plans, review student performance data (iReady-bi-monthly, summative assessments-bi-weekly, diagnostic reading-quarterly) , and conduct ongoing classroom observations to determine whether teachers' knowledge of the standards is increasing and teachers are implementing standards-based instruction as a result of collaborative common planning.

Description

--The leadership team along with the East Learning Community will attend common planning sessions and observe classroom instruction to ensure the implementation of complex texts, and standards aligned tasks as well as the use of text-dependent questions, which will lead to increased student performance.

-Administrators will conduct deliberate data discussions throughout the school year to track the growth of students towards proficiency. Multi-tiered System of Support (MTSS) meetings will be held to track the effectiveness of interventions on student growth and performance. Interventions will be increased or modified dependent on student need as discussed in data meetings.

Person Responsible

Andrew Agudo (andrew.agudo@ocps.net)

Activity #3

Title Culturally Responsive School Initiative (Division Priority #2: Accelerate Student Performance; Division Priority #3: Narrow Achievement Gaps; Division Priority #5: Provide Empowering Environments)

Rationale Upon reviewing sub group data, an area of need was identified to grow our instructional focus and provide training for teachers in making instruction culturally relevant for all students as well as providing teachers with professional development in regards to mental trauma of students from various cultural backgrounds. The use of this professional development will provide a more inviting and cohesive learning environment for all students as well as the instruction necessary to narrow the achievement gap between ELL and ESE subgroups and their peers.

Intended Outcome Increase the 2018-2019 iReady diagnostic scores between each assessment; increase learning gains for all subgroups to narrow the achievement gaps.

Point Person Andrew Agudo (andrew.agudo@ocps.net)

Action Step

Academic Support

- a. Build master schedule with 30 minutes FBS/enrichment
- b. FBS focus on phonics to help close reading gaps in ELL and ESE subgroups
- c. MTSS meetings to discuss phonics intervention and iReady data as well as monitor tiered support for all students.
- d. Biweekly classroom coaching observations as well as data chats.
- e. Provide afternoon STEM and Coding clubs for all students.
- f. Provide after school tutoring to students in all subgroups strategically to close gaps in instruction and accelerate growth.
- g. Begin new school year with no teacher vacancies.
- h. ESOL English classes are being provided to adults in the evenings weekly

Persons Responsible-

Administrators, reading and math coaches, leadership team, teachers

Description

Evidence of Monitoring-

MTSS meetings with teachers and leadership team/administration
Weekly PLC meetings to discuss specific aspects of instruction and practical uses of skills and strategies learned through professional development.
Data meeting with teachers and leadership team/admin to discuss all tiers of MTSS, common assessment data

Behavioral & Social Emotional Support

- a. Full time guidance counselor that services students individually and in groups such as changing families and anger management
- b. Dean to support all student behavior and create individual behavior plans when needed
- c. Trauma Sensitive professional development for all staff
- d. 25 minutes per week social/emotional education requirement
- f. Weekly student recognition program, Cardinal of the Week, students selected based on exhibiting positive attitudes, GRIT, and hardwork academically.

- g. Increase number of teachers that use Class Dojo to communicate behavior with parents
- h. Form Threat Assessment Team to discuss social emotional and mental health needs of students
- i. Parent Engagement Liaison will work with families to help increase the capacity to help students at home through parent workshops. Parents are also encouraged to attend district parent academies held quarterly throughout the district with transportation coordinated for travel.

Persons Responsible-
Administration, Dean, Guidance Counselor

Evidence of Monitoring-
Threat Assessment Team meeting notes, social emotional/health lesson plans, MTSS meeting notes

Person Responsible Andrew Agudo (andrew.agudo@ocps.net)

Plan to Monitor Effectiveness

Evidence of Success-
MTSS data, iReady, common assessment data, coaching observations, meeting notes

Description Evaluation Process-
Administration will meet with individual teachers for data chats to monitor student progress and identify needs of students for either intervention or enrichment. FSA data as well as iReady diagnostic scores will be analyzed for learning gains and proficiency data.

Person Responsible Andrew Agudo (andrew.agudo@ocps.net)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

Engelwood Elementary is working to build a relationship with its community and parents. Our goal is to support the families at Engelwood through services, parent information, and learning. The events and strategies used through the year are in place in order to increase student achievement. The 2017-2018 school year had 50% of the families attending one or more activities during the year. Our goal is to increase family attendance at each activity with 70% of families attending one or more activities during the school year.

PFEP Link

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

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

Engelwood Elementary ensures the social-emotional needs of all students by meeting the needs of the family as much as possible. The students receive character development lessons that will assist them on social-emotional development. In addition, there are counselors and community liaison that will target specific students who need extra support for development. In addition, we work directly with the McKinney Vento office to ensure continuity for our students even when the families living conditions change. Engelwood Elementary hosts numerous outside counseling agencies through Sednet to provide our students with individual and small group counseling. Indicator 30 representing learning opportunities and resources according to the Best Practices for Inclusive Education (BPIE) is addressed and understood by stakeholders.

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

We have HeadStart and two Pre-K classrooms on Engelwood's campus. These students and their parents are familiar with our school and the programs and procedures we have in place. They are invited to school functions and activities throughout the school year.

Not all of our kindergarten students come to us from HeadStart or our own Pre-K classes, so we do have a variety of transition programs in place. Pre-kindergarten parents are invited to an informational meeting about kindergarten in March of the year the child will start kindergarten at our school. At the meeting we will register the children, explain our curriculum and give a Parent Orientation, introduce the teachers and take a tour of the classrooms and other parts of the school. Pre-kindergarten classes will visit the kindergarten classrooms in May. The class will come into the room and stay for part of the reading lesson so they can see what the room looks like and how the children behave. They can ask questions of the teacher and the other students. This has helped with their anxiety about starting kindergarten. Also the kindergarten staff invites students in for a Pre-K testing appointment over the summer to meet the student and gather some data on their needs.

Parents are invited to attend the "Meet Your Teacher" event on the Friday prior to the beginning of the school year. This gives teachers the opportunity to explain curricula and daily activities to parents. In addition, parents are invited to attend the "Open House" celebration where they receive additional information regarding school activities: PTA, SAC, PLC, and becoming an ADDitions volunteer.

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

Data chats will rotate between Tier 1, Tier 2, and Tier 3 data in order to review student progress in all levels of the MTSS process.

Progress Monitoring includes: Teacher made common assessments, intervention group assessments, and DIBELS Oral Reading Fluency. Also, Engelwood uses Threeer online assessments; iReady ELA/Math Diagnostic. End of year: 2019 FSA, and Access 2.0.

This year Title I money is being spent on a curriculum resource teacher, a reading teacher, a certified paraprofessional to work with struggling readers, research based instructional materials, a Pre-kindergarten teacher and paraprofessional, an instructional support teacher for reading and one for math/science, substitutes for the teachers to attend professional development, buses for field trips and parent involvement materials. Title I money will also pay for us to hold extended Media Center hours twice a week in the evenings.

Title III:

Engelwood benefits from Title III money through our district Multilingual Services Department. We have three paraprofessionals to support our ESOL students as they acquire the English language. They work with students in small groups on reading interventions.

Title X Homeless:

Students who are in this category receive services including free breakfast and lunch, busing to and from their temporary accommodations to our school, and other services as needed. We also identify families through their responses on the Student Residency Questionnaire which is sent home twice a year and is also included in our registration packet.

Head Start:

Head Start serves approximately 60 students. Our Speech and Language Clinician works with the three and four year olds who have qualified for ESE services. Head Start works with our Pre-K ESE classroom as well as students who spend half a day in each program. Our school cafeteria serves breakfast and lunch to the Head Start children every day.

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

Engelwood currently implements STEM projects in order to expose the students to rigorous and relevant curriculum. We also have an AVID Elementary program to make students and parents aware of the post-secondary opportunities and to teach students daily habits that will support them in this goal.

Part V: Budget

Total:

\$248,072.50