Engelwood Elementary

2022-23 Schoolwide Improvement Plan

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Engelwood Elementary

5985 LA COSTA DR, Orlando, FL 32807

https://engelwoodes.ocps.net/

Demographics

Principal: Danielle Spooney

Start Date for this Principal: 7/29/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students White Students* Economically Disadvantaged Students*
School Grades History	2021-22: C (49%) 2018-19: C (48%) 2017-18: D (38%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan was approved by the Orange County School Board on 1/24/2023.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	90%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

School Board Approval

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SIP Authority

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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. 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.

With the support of families and the community, we create enriching and diverse pathways that lead our students to success

Provide the school's vision statement.

To ensure every student has a promising and successful future

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Spooney, Danielle	Principal	Ms. Spooney provides the vision for the school to ensure high academic achievement is attained for all students. She implements and evaluates programs within the school to ensure that the achievement gap is closing among subgroups. As an administrator, she performs classroom observations to manage and support alignment for student learning. Additionally, actionable feedback is provided to the teachers for improvement of instruction. She ensures weekly Professional Learning Community meetings at each grade levels with the instructional team members and the support coaches to discuss standards-based instruction, Tier I and Tier II interventions along with enrichment lessons for students who are working above grade level. All discussions are focused toward increasing student achievement through fostering a growth mindset. Ms. Spooney coordinates the operation and management of all school functions, community relations, and school budget in compliance with district policies. She also participates in the School Advisory Council (SAC).
London-Tauriello, Amy	Assistant Principal	As the Assistant Principal (AP), Ms. London-Tauriello is responsible for assisting the principal with carrying out the school's vision and mission. Her role as an instructional leader includes the collection and analysis of data and supervisory support of all grade levels with an intense focus in K-5 math. She attends common planning and data meetings. She conducts classroom observations and provides feedback and support to teachers on instructional practices and classroom interventions.
Van Buren, Aislinn	Instructional Coach	Ms. Van Buren serves in the role as the instructional coach and 3-5 ELA coach. In this role, she supports 3-5 ELA. She supports school curriculum planning and implementation of curriculum initiatives, provides support to teachers as the 3-5 ELA instructional coach, and provides feedback to ensure instruction is differentiated to meet the individual needs of students. She oversees and monitors the reading assessments and student data. She supports and monitors Professional Learning Communities for ELA and coordinates the reading diagnostic assessment schedules.
Anderson, Leslie	Other	As the MTSS school facilitator, Mrs. Anderson ensures families are made aware of interventions that are available to decrease deficiencies. She is responsible for collecting and analyzing Tier 2 and Tier 3 data and keeping student curriculum folders updated with the proper paperwork. She facilitates "Kid Data Chats" to discuss the academic progress of the students in the lowest 25%. Mrs. Anderson provides academic and behavior strategies to teachers to increase their pedagogy in Tier 2 and Tier 3 interventions and conducts classroom walkthroughs to observe the implementations and provides actionable feedback.
Privitera, Julie	Staffing Specialist	As the staffing specialist, Mrs. Privitera is responsible for coordinating the staffing and special educational planning process on campus. She provides professional development when necessary.

Name	Position Title	Job Duties and Responsibilities
Pokorny, Cristina	Math Coach	Ms. Pokorny supports K-5 math curriculum frameworks addressing the Benchmark for Excellent Student Thinking (B.E.S.T.) Standards. She facilitates school curriculum planning and implementation of curriculum initiatives, provides support to teachers as math coach, conducts curriculum materials inventory, and coordinates mathematics programs and initiatives. Ms. Pokorny assists teachers with the implementation of Marzano instructional practices and the fidelity of Deliberate Practice strategies being used to increase student achievement.

Demographic Information

Principal start date
Friday 7/29/2022, Danielle Spooney

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
0

Total number of teacher positions allocated to the school
35

Total number of students enrolled at the school
545

Identify the number of instructional staff who left the school during the 2021-22 school year.
3

Identify the number of instructional staff who joined the school during the 2022-23 school year.
2

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	75	91	71	115	64	82	0	0	0	0	0	0	0	498
Attendance below 90 percent	11	39	27	43	0	0	0	0	0	0	0	0	0	120
One or more suspensions	0	1	0	1	0	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	10	3	0	0	0	0	0	0	0	0	13
Course failure in Math	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	25	24	37	0	0	0	0	0	0	0	86
Level 1 on 2022 statewide FSA Math assessment	0	0	0	22	13	30	0	0	0	0	0	0	0	65
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	25	16	32	0	0	0	0	0	0	0	73

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	22	0	0	0	0	0	0	0	0	0	22
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Friday 8/12/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	37	68	83	86	73	83	0	0	0	0	0	0	0	430
Attendance below 90 percent	11	22	31	37	24	30	0	0	0	0	0	0	0	155
One or more suspensions	0	1	5	0	1	3	0	0	0	0	0	0	0	10
Course failure in ELA	0	0	0	4	17	16	0	0	0	0	0	0	0	37
Course failure in Math	0	0	0	1	19	14	0	0	0	0	0	0	0	34
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	16	0	0	0	0	0	0	0	16
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	10	0	0	0	0	0	0	0	10
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	4	4	17	28	0	0	0	0	0	0	0	54

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	2	1	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	37	68	83	86	73	83	0	0	0	0	0	0	0	430
Attendance below 90 percent	11	22	31	37	24	30	0	0	0	0	0	0	0	155
One or more suspensions	0	1	5	0	1	3	0	0	0	0	0	0	0	10
Course failure in ELA	0	0	0	4	17	16	0	0	0	0	0	0	0	37
Course failure in Math	0	0	0	1	19	14	0	0	0	0	0	0	0	34
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	16	0	0	0	0	0	0	0	16
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	10	0	0	0	0	0	0	0	10
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	4	4	17	28	0	0	0	0	0	0	0	54

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	2	1	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	34%	56%	56%				33%	57%	57%
ELA Learning Gains	59%						47%	58%	58%
ELA Lowest 25th Percentile	49%						51%	52%	53%
Math Achievement	38%	46%	50%				40%	63%	63%
Math Learning Gains	69%						57%	61%	62%
Math Lowest 25th Percentile	63%						64%	48%	51%
Science Achievement	32%	61%	59%				41%	56%	53%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	23%	55%	-32%	58%	-35%
Cohort Comparison		0%				
04	2022					
	2019	33%	57%	-24%	58%	-25%
Cohort Comparison		-23%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	35%	54%	-19%	56%	-21%
Cohort Comparison		-33%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	33%	62%	-29%	62%	-29%
Cohort Comparison		0%				
04	2022					
	2019	46%	63%	-17%	64%	-18%
Cohort Comparison		-33%				
05	2022					
	2019	30%	57%	-27%	60%	-30%
Cohort Comparison		-46%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	38%	54%	-16%	53%	-15%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	12	47	45	12	51	50	24				
ELL	25	52	48	34	68	61	34				
BLK	18	53		33	63						
HSP	36	61	48	40	69	68	32				
WHT	41	40		29	80						
FRL	35	58	48	38	65	60	32				

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	5	41		7	24						
ELL	23	42	46	20	32	31	25				
BLK	39			22							
HSP	26	44	40	21	26	33	36				
WHT	50			42							
FRL	26	47	55	21	26	36	39				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	6	17	10	9	33						
ELL	24	45	55	33	57	66	25				
BLK	19	31		43	50						
HSP	34	50	51	40	59	67	40				
WHT	38	40		33							
FRL	33	48	55	38	54	58	44				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	61
Total Points Earned for the Federal Index	405
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	48
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	52
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	48
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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

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

The first trend that emerges across grade levels is the slight increase in ELA performance in our intermediate grade levels as evidenced on the 2022 ELA FSA. The results revealed a 34% proficiency, whereas our 2020-2021 results revealed 29% proficiency.

The second trend that emerges across grade levels is the increase in math performance in our intermediate grade levels as evidenced on the 2022 Math FSA. The results revealed 38% proficiency, whereas our 2020-2021 results revealed 22% proficiency.

Conversely, the 2022 science proficiency decreased to 32% from 38%.

Our ESSA subgroup, Students with Disabilities (SWDs), is the only subgroup that is below the 41% range. However, the SWD subgroup did improve to 37% overall.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Using 2022 FSA data as a barometer, ELA, math, science, and the students with disabilities (SWD) subgroup represent the areas of greatest need for improvement. Proficiency needs to be increased in each of these areas.

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

In ELA, math, science, and the students with disabilities (SWD) subgroup, there was a significant loss of learning that needed to be overcome. One of the primary contributing factors to the underperformance was the extended time required for students and teachers to assimilate back into the school building after working in virtual and hybrid environments. We were also staffed with teachers with limited capacity and efficacy.

Based on the contributing factors and strategies identified to accelerate learning, the professional development opportunities that will be provided at the school to support teachers and leaders includes professional development focused on the high-quality instructional materials that will be available to students. In addition, professional development will focus on supporting teachers as they prepare their lessons so they will have a deep understanding of the content and are able to effectively deliver it to students. Through common planning, coaches will model lessons, discuss engagement strategies, and clarify misconceptions.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The area that showed the most improvement as evidenced on the 2022 FSA was math. There was a 45% increase in math learning gains and a 32% increase in math learning gains for the lowest 25% of students.

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

The contributing factors to this improvement include, strategic student groupings that were monitored frequently in effort to maximize the growth of math knowledge.

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

In order to accelerate learning in the upcoming school year, an intense focus will be placed on ensuring the learning acceleration model is implemented during after-school tutoring. Students will have access to high-quality instructional materials that are aligned to the standards. Teachers will integrate lessons using priority standards to provide an appropriate balance of fluency, conceptual understanding, and hands-on practice. Additionally, Tier 1 interventionists provide additional support in ELA and Math. Diagnostic and common assessment data will be used to determine acceleration groupings and resources.

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

The professional development opportunities that will be provided to teachers, over the course of the school year, will be based on standards-aligned instruction and Multi-Tiered Systems of Supports Framework. While these overarching topics are broad, the following are some of the titles of the professional development opportunities:
- Implementing and Deconstructing K-5 ELA and Math B.E.S.T Standards
- Behind the Science of Science
- Taking a Deeper Dive Into the MTSS Process
- Whole Group and Small Group Framework (all content areas)
- Providing Targeted Support for ESE Population
-Providing Targeted Support for ELL Population
- Overview of the Instructional Framework (Leading Standards-based Instruction)

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

Supplemental academic services will be provided after school through the acceleration model where students will have pre-exposure to core grade level standards. Structures have been established for acceleration to occur in every content area including the extended learning opportunity through the additional hour for reading. Scholars will receive core instruction on current standards from the teacher of record and also receive instruction on new standards with an interventionist.

Based on data, tutors will be providing strategic small group instruction to students in need of Tier II or Tier III support outside of the core instruction. Engelwood Elementary School will participate in the Caring School Community program. Caring School Community is a comprehensive, research-based social and emotional learning (SEL) program that builds school-wide community, develops students' social skills and SEL competencies, and enables a transformative stance on discipline. Additionally, differentiated and tiered coaching support will be provided to teachers based on classroom data and

observational trends. Instructional trend feedback from administration will be given to teachers in need of Tier II or Tier III support on a bi-weekly basis.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Teachers require additional support and guidance with closing the achievement gap in ELA. Engelwood Elementary will focus on increasing student proficiency by ensuring that teachers' pedagogy in reading whole and small group instruction is increased. Furthermore, teachers have limited knowledge and experience with applying research-based instructional strategies using the Florida B.E.S.T. Standards.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By June 2023, we expect to see 45% of students meeting grade level proficiency in ELA as evidenced on the Florida Assessment of Student Thinking (F.A.S.T.).
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	School-based leadership team members, in collaboration with district personnel, will conduct classroom observations to determine if reading whole group and small group instruction and student artifacts meet the full intent of the Florida B.E.S.T. Standards. Additionally, teachers will be provided with immediate feedback via conferences, email, and iObservation.
Person responsible for monitoring outcome:	Danielle Spooney (danielle.spooney@ocps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Professional development on the topics of small group instruction, standards-based instruction and authentic engagement strategies will be provided to teachers to increase their pedagogy throughout the school year. Professional development will be presented in workshops, facilitated common planning and during the coaching cycle.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	i-Ready EOY student indicates 37% of KG-5th grade students are proficient in reading. Classroom observation data indicates teachers need additional support implementing pedagogical practices to include collaboration activities that would engage students during instruction.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Whole and Small group lessons will be monitored through weekly classroom walkthroughs with specific emphasis on the execution and effectiveness of small group instruction.

Person Responsible   Danielle Spooney (danielle.spooney@ocps.net)

Weekly data analysis will be conducted during PLCs with the use of exit slips and walkthrough data to adjust instruction. Unit data meetings will occur at the end of the summative assessment to implement reteach and remediation based on data.

Person Responsible   Danielle Spooney (danielle.spooney@ocps.net)

Identify and tier teachers in need of support: Leadership team will discuss all teachers to determine unique strengths, weaknesses, tier level, and areas of focus. Once teachers' areas of need are identified, coaches will implement the coaching cycle. Teachers are supported through PLCs, modeling, and coteaching.

Person Responsible   Danielle Spooney (danielle.spooney@ocps.net)

Teachers requiring additional support will participate in the coaching cycle with a resource teacher. The resource teacher will document the strategies that are being implemented with the teacher and the progress of the coaching cycle.

Person Responsible   Amy London-Tauriello (amy.london-tauriello@ocps.net)

#2. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Teachers require additional support and guidance with closing the achievement gap with Students with Disabilities. The overall ESSA Federal Index score of Students with Disabilities is 37%. This is a key subgroup that has not made adequate growth.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By June 2023, learning gains for Student with Disabilities will increase from 37% to 45% as evidenced by the ESSA Federal Index Score.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	School-based leadership and district team members will monitor the implementation and execution of differentiation practices by way of classroom observations. Effective implementation will be measured utilizing progress monitoring from exit slips, common assessments, i-Ready, and F.A.S.T.
Person responsible for monitoring outcome:	Danielle Spooney (danielle.spooney@ocps.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	During Tier 1, Tier 2, and Tier 3 instruction the use of Curriculum Resource Materials, SIPPS, LLI, and guided reading resources will be implemented. Instructional practices will include organizing students to practice and deepen knowledge. Students will interact in small groups and utilize effective conative skills necessary for collaboration to practice and deepen knowledge. Teachers will also institute revision of knowledge where students make addition and deletions to revise previous knowledge and thinking of processes in order to deepen understanding. ESE resource teachers will provide ESE instruction based on IEPs and will collaborate with the general education teacher on a weekly basis to provide a multifaceted approach to the improvement of student achievement for Students with Disabilities.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the**	Curriculum Resource Materials align with the standards and contain a multitude of activities and progressions for teachers to use and implement in the classroom for Tier I instruction. The use of SIPPS, LLI, and other district approved supplemental resources, will be used to decrease deficiencies of students in the Tier 2 and Tier 3 process in regards to ELA.

resources/criteria used for selecting this strategy.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Professional development will be provided throughout the school year to provide teachers effective strategies focused on guided reading instruction, SIPPS and LLI implementation, and Curriculum Resource
Materials.

Person Responsible   Amy London-Tauriello (amy.london-tauriello@ocps.net)

School-based leadership team members, in collaboration with district personnel, will support teachers during common planning meetings to ensure core instruction and small group instruction is meeting the needs of Students with Disabilities.

Person Responsible   Aislinn Van Buren (98771@ocps.net)

Execution of lessons will be monitored through classroom walkthroughs by coaches, district team members, and administration with feedback given on instructional practices on a weekly basis. Walkthroughs will include lists of students in SWD subgroup to ensure students are receiving the adequate instruction.

Person Responsible   Danielle Spooney (danielle.spooney@ocps.net)

Tier 1 intervention teachers will facilitate small group lessons in the core classrooms and will be monitored through weekly classroom walkthroughs with specific emphasis on the execution and effectiveness of small group instruction.

Person Responsible   Amy London-Tauriello (amy.london-tauriello@ocps.net)

Weekly data analysis will be conducted during PLCs with the use of exit slips and walkthrough data to adjust instruction. Unit data meetings will occur at the end of the summative assessment to implement reteach and remediation based on data. Filters will be created for the SWD subgroup with specific tracking of student progress.

Person Responsible   Danielle Spooney (danielle.spooney@ocps.net)

ESE resource teachers will meet with general education teachers to discuss student progress and collaborate on strategies and areas of focus for students assigned to them.

Person Responsible   Julie Privitera (28475@ocps.net)

#3. Instructional Practice specifically relating to B.E.S.T. Standards

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Teachers have limited knowledge and experience with applying research-based instructional strategies using the Florida Math B.E.S.T. Standards. We will use research-based instructional strategies, and the Florida B.E.S.T. Standards to collaboratively plan, deliver, and monitor lessons for all tiers of instruction to increase student proficiency on state assessments. Teacher collaboration and modeling, with support from school-based and district program specialists, will strengthen teachers' understanding and instructional delivery of the Florida B.E.S.T. Standards.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By June 2023, we expect to see 45% of students meeting grade level in math as evidenced on the Florida Assessment of Student Thinking (F.A.S.T.).
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	School-based leadership team members, in collaboration with district personnel, will conduct classroom observations to determine if core instruction and student artifacts meet the full intent of the Florida B.E.S.T. Standards. Additionally, teachers will be provided with feedback via conferences, email, and iObservations.
Person responsible for monitoring outcome:	Andrew Agudo (andrew.agudo@ocps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	During small group instruction, purposeful, data-driven groups will be constructed with intense focus on needs of students. Common planning meeting will focus on implementation of the whole group lesson and monitoring the progress of students to determine focus areas for the grade level. Coaches will provide resources and professional development for teachers to implement effective small groups in order to maximize the learning of students. Hands-on-activities, authentic student engagement strategies, Number Worlds intervention, and Symphony Math will be used to enhance learning in the math classrooms.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy.	The use of math intervention strategies, whole group implementation, and effective small group instruction will allow for gaps that students have in math skills to be closed in order to give the students the skills to perform on grade level during assessments. Students use of cognitive skills necessary for understanding and interacting with others allow students to strategically extend learning by enhancing procedural skills and deepening knowledge. Students revision of knowledge enhances the development of declarative knowledge, allowing students to add to and sharpen their knowledge base.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Professional development on the topics of standards-based instruction, math resources, and authentic engagement strategies will be provided to teachers to increase their pedagogy throughout the school year. Professional development will be presented in workshops, facilitated common planning and during the coaching cycle.

Person Responsible   Amy London-Tauriello (amy.london-tauriello@ocps.net)

Throughout the school year, resource teachers and Corrective Programs team will collaborate in common planning with grade level teachers to create and discuss instructional plans for math whole group small group instruction.

Person Responsible   Cristina Pokorny (49388@ocps.net)

Execution of lessons will be monitored through classroom walkthroughs by coaches, corrective programs members, and administration with feedback given on instructional practices on a weekly basis.

Person Responsible   Amy London-Tauriello (amy.london-tauriello@ocps.net)

Tier 1 intervention teachers will execute small group lessons in the core classrooms and will be monitored through weekly classroom walkthroughs with specific emphasis on the execution and effectiveness of small group instruction.

Person Responsible   Danielle Spooney (danielle.spooney@ocps.net)

Weekly data analysis will be conducted during PLCs with the use of exit slips and walkthrough data to adjust instruction. Unit data meetings will occur at the end of the summative assessment to implement reteach and remediation based on data.

Person Responsible   Danielle Spooney (danielle.spooney@ocps.net)

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

The instructional practice specifically relating to ELA that will be the area of focus for grades K-2 is small group instruction. Small group instruction provides opportunities for flexible and differentiated learning. With the small number of students, students have more chances to participate. Teachers are able to monitor students closely, thus providing more individualized feedback and support. Our 2021-2022 primary grades i-Ready end-of-year diagnostic results revealed 49% proficiency, whereas our 2020-2021 results revealed 51% proficiency.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

The instructional practice specifically relating to ELA that will be the area of focus for grades 3-5 is differentiated instruction. The first trend that emerges across grade levels is a slight increase in ELA performance in our intermediate grade levels as evidenced on i-Ready end-of-year assessments (EOY). Our 2021-2022 EOY results revealed 35% proficiency in ELA, whereas our 2020-2021 results revealed 26% proficiency. The second trend that emerges across grades 3-5 is with our ESS subgroup, Students with Disabilities (SWDs). Data indicates this subgroup is not progressing at the same level as all other subgroups.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

By June 2023, we expect to see 55% of K-2 students meeting grade level proficiency in ELA as evidenced on the Florida Assessment of Student Thinking (F.A.S.T.) progress monitoring tool.

Grades 3-5: Measureable Outcome(s)

By June 2023, we expect to see 45% of 3-5 students meeting grade level proficiency in ELA as evidenced on the Florida Assessment of Student Thinking (F.A.S.T.).

By June 2023, learning gains for all 3-5 students will meet or exceed 55% in ELA. We also expect our students in the lowest quartile to meet or exceed 55% learning gains as evidenced on the F.A.S.T.

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

School-based leadership team members, in collaboration with district personnel, will conduct classroom observations to determine if core instruction, small group instruction, and student artifacts meet the full intent of the Florida B.E.S.T. Standards. Effective implementation will be measured utilizing progress monitoring data from i-Ready, F.A.S.T., and classroom common assessments. Additionally, teachers will be provided with immediate feedback via conferences, email, and iObservations.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Spooney, Danielle, danielle.spooney@ocps.net

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

The evidence-based practices that will be implemented to achieve the measurable outcomes in grades K-2 include but are not limited to, targeted small group instruction, professional development, modeling, and co-teaching.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

Teachers have limited knowledge and experience with applying research-based instructional strategies using the Florida B.E.S.T. Standards. We will use research-based instructional strategies, and the Florida B.E.S.T. Standards to collaboratively plan, deliver, and monitor lessons for all tiers of instruction to increase

student proficiency on state assessments. Teacher collaboration and modeling, with support from school-based and/or district program specialists, will strengthen teachers' understanding and instructional delivery of the Florida B.E.S.T. Standards. Additionally, teachers require additional support and guidance with closing the achievement gap. Research shows that differentiated active learning promotes faster growth.

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring
Professional Learning: The professional development opportunities that will be provided to teachers, over the course of the school year, will be based on standards-aligned instruction and differentiation. The following are some of the titles of the professional development opportunities: -Implementing and Deconstructing K-5 ELA B.E.S.T Standards -Reaching all students through Differentiation -Whole group and Small Group Framework -Providing Targeted Support for ESE Population	Spooney, Danielle, danielle.spooney@ocps.net
Literacy Leadership: Select members of the Leadership Team will become "experts" in ELA B.E.S.T Standards in order to provide support to teachers. Team members will attend professional development to stay abreast of best practices.	Spooney, Danielle, danielle.spooney@ocps.net
Assessment: Common assessment data will be used to determine next steps such as re-teaching, remediation, and targeted small group instruction. Data meetings will be held after each common assessment. Item analysis will be conducted to plan remediation lessons.	Spooney, Danielle, danielle.spooney@ocps.net
Literacy Coaching Observation data will be used to tier teachers. An observation calendar will be developed to ensure teachers who are in need of support are serviced. The reading coach will use observation data to identify teachers who need to participate in the coaching cycle.	Spooney, Danielle, danielle.spooney@ocps.net

Positive Culture & Environment

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

Describe how the school addresses building a positive school culture and environment.

In order to establish a positive school culture and climate, Engelwood Elementary will engage in ongoing, professional learning on leveraging positive relationships as well as leadership for teacher and student success. Through Mindful Schools program a focus will be placed on the communicating and teaching mindfully. The program will be conducted throughout the school with all adults on campus in order to create school-wide mindfulness and well-being. Caring School Community will be implemented for all classrooms to discuss topics that are related to the daily life of students. Students also take part in Buddy Classrooms to build relationships with other students across grade levels.
A core team of teachers and administrators from our school, which includes a mental health designee, will attend professional learning throughout the year. The core team is charged with personalizing and implementing professional learning for school stakeholders, based on our school and community needs.
The school leadership team will collaborate with stakeholders, through processes such as the School Advisory Council, to reflect on implementation and determine next steps. Development of positive culture and environment is further enhanced through district programs. Our Parent Engagement Liaison will help to bridge the community and school culture.

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

In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building. All parents, students, faculty, and staff, and the community will work together to create a positive culture of social and emotional learning at Engelwood Elementary. All faculty and staff will encourage and support students throughout the day. Building relationships with students will be a big focus in an effort to cultivate strong bonds. Community members will be actively pursued and encouraged to support school functions. It is critical to build the professional skills and leadership capabilities of everyone in the school. Through a distributive leadership model, our school will strengthen the team dynamics necessary to collectively support positive organizational improvement and change.