

Orange County Public Schools

Engelwood Elementary



2015-16 School Improvement Plan

Engelwood Elementary

900 ENGEL DR, Orlando, FL 32807

www.ocps.net/lc/east/een

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	80%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	93%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	A	C	D

**Preliminary 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 with a grade of F within the prior two years. 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 resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

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 Environment

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

The school faculty is in constant communication with parents, students and community members in order to keep up with the students' and community culture. The parent resource liaison at the school has reached out in order to keep the lines of communication open. In order to build the relationships between teachers and students, the teachers have completed some activities that help them understand the academic background of the students. The teachers have scheduled class meetings to stay in touch with the social development of the students.

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

The students are in constant contact with the school administrators and the dean who provide guidance on behavioral expectations. In addition, our school resource officer is visible and communicates with students about expectations.

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

The school currently utilizes CHAMPs Classroom Management System. It creates a structure for teachers to keep the students engaged while the students take ownership of their actions based on the activity they are doing. The acronym stands for Conversation, Help, Activity, Movement, Participation, Success.

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

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 that need extra support for development.

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).

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

Attendance rates below 90% = 82 students
 One or more suspensions = 17 students
 Course failure in ELA or Math = 116 students
 Level 1 score on statewide, standardized assessments in ELA or Math = 61 students

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	19	26	6	10	13	8	82
One or more suspensions	2	2	6	1	0	6	17
Course failure in ELA or Math	0	0	18	39	30	29	116
Level 1 on statewide assessment	0	0	0	18	17	26	61

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

Indicator	Grade Level				Total
	2	3	4	5	
Students exhibiting two or more indicators	4	20	14	22	60

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

Attendance - we are currently monitoring the attendance and communicating expectations to students and parents. We are implementing an attendance reward process that will reward the students who have good attendance rate.
 One or more suspensions - we are working diligently with the teachers to implement CHAMPs effectively including the communication of consequences.
 Course failure ELA or Math - we are working through daily interventions, in addition we will have after school tutoring to remediate these students.
 Level 1 on statewide assessment - we are working on providing additional assistance during the school day to bring students to grade level.

Family and Community Involvement

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).

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).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/186650>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

The school has a parent resource liaison on staff that stays in touch with the community in order to enhance academic achievement.

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).

School Leadership Team

Membership:

Name	Title
Reyes, Vidal	Principal
Verano, Karen	Assistant Principal
Cintron, Marybelle	Instructional Coach
Cardenas, Carolina	Instructional Coach
Garcia, Diana	Instructional Coach
Rosa, Miguelina	Instructional Coach
Mieles-Otero, Evelyn	Other
Scharfeld, Charise	Other

Duties

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

The CRT and Instructional Support Coach(es) will develop, lead, and evaluate school core content standards and programs, will identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They will work with teachers to plan effective lessons and will check for effectiveness of the lessons using the PLC model.

They will identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk;” assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

The Speech Language Pathologist will educate the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design. She will assist in the selection of screening measures and help identify systemic patterns of student need with respect to language skills.

The Student Services Personnel and Staffing Specialist will provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions she will also work with school social workers to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success. She will arrange meetings with the parents to keep them involved in the process and informed as to their child’s progress toward goals. She will also monitor the achievement gap for the ESE subgroup.

The ESOL compliance resource will test and monitor ELL students and assist teachers with classroom strategies that support ELL students. She will also support parents by leading the Parent

Leadership Council monthly. She will offer professional development to the staff for data analysis of ELL students and monitor this subgroup for performance.

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 will start systematically defining problems (academics) as a data based discrepancy between what is expected and what is occurring in order to determine the magnitude of the problem. This will be discussed during weekly data chats. 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: MAP, formative assessment, teacher made common assessments, intervention group assessments, and DIBELS Oral Reading Fluency. Also, Engelwood uses four online assessments; STAR, iReady Math Diagnostic, Lexia Reading and Reading Plus. End of year: 2016 FSA, CELLA and MAP.

Engelwood is a Title I school and we received money for the 2015-2016 school year to spend on implementing our school improvement goals. 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. This extra time allows us to invite the families into our Media Center to read, work on homework, use the computers, check out books and participate in story time.

We adhere to all the Title I program requirements and collect all required documentation throughout the

school year. We work with the Title I department of Orange County Public Schools through monthly check-points and compliance monitoring. This school year, we have Universal Breakfast through Title I, all of our students can eat breakfast for free every day. Engelwood will also use Title I dollars for the after school tutoring program in reading and math. Title I dollars will also pay for a Parent Coordinator position to increase parent and community support for Engelwood as well as nearby schools.

Engelwood does not receive Title I, Part C dollars.

Engelwood does not receive Title I, Part D dollars.

Title II:

Engelwood Elementary will use Title II funds for substitutes in order to support classroom teachers by building research based on best practices and deconstructing standards. These staff development offerings are chosen based on data analysis, classroom walk-throughs, Marzano evaluations, Deliberate Practice choices, and will also support OPCS county level initiatives.

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. The work with students in small groups on reading interventions.

Title X Homeless:

Engelwood works with the Orange County Public Schools Homeless Department to make sure we are

providing services to students who may become homeless. These services include free breakfast and lunch, busing to and from their temporary accommodations to our school, and other services as needed. Our school homeless coordinator and our registrar work with families who may find themselves in need of this assistance. 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.

SAI:

SAI dollars will be used to run our after school tutoring program. We will pay teachers to work as the tutors and purchase materials for the students. Tutoring will take place from September through April for 20 sessions in Kindergarten through 5th grade for reading, 3rd through 5th for math, 4th for writing, and 5th for science.

Violence Prevention:

Engelwood Elementary receives services from one full time ALPHA counselor as part of the Center for Drug-Free Living. She provides counseling, tutoring, and classes in social skills for our 2nd to 5th grade students. Students at Engelwood are given frequent exposure to many exciting programs designed to enhance the curriculum. These programs include drug education through the SUPER Kids program and our school's character education program called "SOAR." SUPER Kids and SOAR include the OCPS character education lessons which are delivered by the school guidance counselor. Classroom teachers hold class meetings and discuss bullying and tolerance. We also have a variety of antibullying presentations throughout the school year. Our school also has a full time Registered Nurse on staff to serve our community.

Nutrition:

We are fortunate to have the Engelwood Neighborhood Center located on our campus. They have a nurse who helps us with student and parent education. She coordinates with our school clinic attendant for hearing screenings, dental and vision, and family assistance as needed.

Head Start:

We house a Head Start Program on our campus. Head Start serves approximately 80 students in four relocatable portables. Our Speech and Language Clinician works with the three and four year olds who have qualified for ESE services. Head Start works with our PreK 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.

Adult Education:

The Engelwood Neighborhood Center for Families is housed on our campus and they offer assistance to families in need, ALPHA Counselors to teach life skills classes and run small group counseling, a community health nurse, after school tutoring for students, family counselors for individual, family or group counseling, parenting classes and a variety of other services. The neighborhood center works in collaboration with our school, the Boys and Girls Clubs of Central Florida, Center for Drug Free Living-ALPHA Program, the Children's Home Society, and the Orange County Health Department. We also offer a variety of parent workshops and education opportunities like ESOL for parents, how to help your child with homework, what you need to know about FSA, the Incredible Years Parenting skills program and families building better readers. Engelwood also offers evening classes to learn English.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Vidal Reyes	Principal
Marybelle Cintron	Education Support Employee

Duties

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

Evaluation of last year's school improvement plan

Most of the goals for last year's school improvement plan were met.

Development of this school improvement plan

The school advisory council shall assist in the preparation and evaluation of the school improvement plan required pursuant to s. 1001.42(18). Mr. Reyes presented last year's data at the September 2015 SAC meeting to begin the discussion of planning for the 2015-2016 school year. The school based leadership team will offer instructional support during the planning sessions.

Preparation of the school's annual budget and plan

SIP and budget will be discussed in SAC meetings in order to gather ideas of what needs to be done.

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

N/A

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Verano, Karen	Assistant Principal
Cardenas, Carolina	Instructional Coach
Garcia, Diana	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The LLT will support the staff in the implementation of standards based instruction. The planning sessions will embed Marzano best practices, ESE and ELL strategies. The team will work with staff to deconstruct the Florida English Language Arts standards to plan lessons that are rigorous and engaging for all students. The team will enhance the Accelerated Reading Program. They will offer Professional Development as needed based on evaluation data and observations. They will track Lexia and Reading Plus computer based programs to target interventions needed. They will support parents and students with the Partners in Print program. They will implement and monitor the weekly after school tutoring program for struggling readers. They will implement and monitor Reading Tier 2 and Tier 3 interventions. They will have clubs to encourage reading. The school will also offer extended media hours two times per week.

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).

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

The grade level teams will work as a PLC. They will set norms for effective working sessions. They will set SMART goals to drive their work. Coaching staff will be with them in these sessions in order to monitor and support their effectiveness.

Engelwood uses common planning time for teachers to work together and share ideas. This is a collaborative process to support all teachers and share the work load. Team leaders will support new team members and an added mentor program for new teachers to help their first year move smoothly. Engelwood encourages shared decision making to foster a positive work environment. We will hold team leader meetings once a month, and have added committees for ideas and implementation of projects.

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

Engelwood Elementary's recruitment is supported by OCPS recruiting events. Engelwood is also part of the TIF STEM grant which helps teachers receive bonus money for student achievement. The recruiting strategies that Mr. Reyes uses are: early interviewing, grant money, strong leadership and support, a highly effective professional development program, and leadership opportunities. Mr. Reyes retains highly qualified teachers by offering strong leadership and building a supportive school culture that strives to be top producers of successful students.

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

Engelwood Elementary has a mentor program for all beginning teachers and teachers who may also need support. New teachers are matched with highly qualified teachers who have taken the county mandated course work. The school matches the new teacher with someone on the grade level team who can offer the support necessary for success. The school supports the new and second year teachers as they work to complete their online portfolios for the district. The school also offers a New to Engelwood Program which supports teachers by offering professional development on previously learned strategies and chat sessions for additional support.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

All instructional materials and programs are approved by the district personnel in order to meet requirements for curriculum and interventions for implementation of Florida standards.

Instructional Strategies

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

The teachers use a multitude of assessment to drive instruction. They progress monitor using: MAP, formative assessment, teacher made common assessments, intervention group assessments, and DIBELS Oral Reading Fluency. Also, Engelwood uses four online assessments; STAR, iReady Math Diagnostic, Lexia Reading and Reading Plus. End of year assessments include: 2016 FSA, CELLA, and MAP. All of this assessment data is housed on class electronic data collection sheets. This data is used to analyze strengths and weaknesses per student. The teams meet as a PLC to analyze and with administration and progress monitor. Intervention groups are formed from this data and the

teacher delivers small group instruction to reteach. Engelwood also offers free and flexible after school tutoring to meet individual needs.

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: After School Program

Minutes added to school year: 1,800

Engelwood Elementary offers after school tutoring one day a week for struggling readers and one day for struggling math students. We also offer writing tutoring and science tutoring each one day a week.

Strategy Rationale

Tutoring has provided extended time in a small group setting for learners to grasp concepts they have not been able to during the regular class time.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Cardenas, Carolina, carolina.cardenas@ocps.net

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

Classroom teachers collect specific data on electronic data sheets kept on the staff collaboration site. This data is reviewed weekly at data meetings with the administrative and coaching staff. The tutoring sessions should be reflected in the Tier 1 and Tier 2 student achievement data.

Strategy: Extended School Day

Minutes added to school year: 1

Engelwood Elementary offers a variety of after school clubs. Clubs are for the enrichment of our student body and include; Book Club, Sports Club, Chorus, Art Club, Running Club.

Strategy Rationale

By offering enrichment activities to students, students' engagement with the learning process will increase.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Verano, Karen, karen.verano@ocps.net

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

Classroom teachers collect specific data on electronic data sheets kept on the staff collaboration site. This data is reviewed weekly at data meetings with the administrative and coaching staff.

Student Transition and Readiness

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).

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 2 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 Prek 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 Thursday 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.

College and Career Readiness

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.

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

Engelwood participates in Teach In. This is an initiative that we bring community members from different careers to demonstrate and/or talk about their careers and experiences to the students.

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

Engelwood has a STEM coach that works with the students and teachers on developing challenging lessons to integrate the Science, Technology, Engineering and Mathematics.

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

Engelwood has AVID Elementary as a way of promoting post-secondary education exposure to the students. Every student used a school provided planner for organization. Grades 3-5 use binder systems to hold work. Students are engaged in personal goal setting and daily reflection in the classrooms to encourage them to take their learning into account as they progress.

To make post-secondary visible to these students we have college shirt day once a month for all staff and students. We discuss the opportunities college offers them and what jobs are available. We also have Teach In to allow professionals from outside the school to share their work. In supporting indicators for the High School Feedback Report, Engelwood offers tutoring in the areas of reading and math.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

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:

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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.

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.

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.** Increase use of standards-based instruction which will lead to an increase in student achievement. (Division Priority: Accelerate student performance)

- G2.** Teachers and administrators will collaborate and reflect through PLC's to plan for and implement lessons that fully address the intent of the grade level Florida Standards thus causing an increase in student achievement. (Division Priority: Ensure career and college readiness).

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Increase use of standards-based instruction which will lead to an increase in student achievement.
(Division Priority: Accelerate student performance) 1a

G072694

Targets Supported 1b

Indicator	Annual Target
AMO Reading - ELL	57.0
AMO Reading - All Students	59.0
AMO Math - All Students	61.0
FCAT 2.0 Science Proficiency	41.0

Resources Available to Support the Goal 2

- School based and district coaches will be working with the teachers.

Targeted Barriers to Achieving the Goal 3

- Staff turn over and its effect on professional development.
- Understanding the PLC model for efficient and meaningful sessions.

Plan to Monitor Progress Toward G1. 8

Common Assessments for standards taught.

Person Responsible

Karen Verano

Schedule

Weekly, from 9/1/2015 to 3/25/2016

Evidence of Completion

Common assessment data will be compiled on electronic data sheets by teachers and evaluated during PLCs.

G2. Teachers and administrators will collaborate and reflect through PLC's to plan for and implement lessons that fully address the intent of the grade level Florida Standards thus causing an increase in student achievement. (Division Priority: Ensure career and college readiness). 1a

G072695

Targets Supported 1b

Indicator	Annual Target
Attendance rate	3.0
AMO Reading - All Students	59.0
AMO Math - All Students	61.0
FCAT 2.0 Science Proficiency	41.0

Resources Available to Support the Goal 2

- Engelwood Elementary has three coaches to support the teams during their PLC time.
- The TIF STEM grant has a PLC coach our school will use.

Targeted Barriers to Achieving the Goal 3

- Staff turn over and its effect on professional development
- Understanding the PLC model for efficient and meaningful sessions

Plan to Monitor Progress Toward G2. 8

Engelwood will use the following assessments to progress monitor: MAP, teacher made common assessments, intervention group assessments and DIBELS Oral Reading Fluency. Also, Engelwood uses four online assessments: STAR, iReady Math Diagnostic, Lexia Reading and Reading Plus. We will also look at the state level FSA testing results at the end of the year.

Person Responsible

Vidal Reyes

Schedule

Weekly, from 9/4/2015 to 6/3/2016

Evidence of Completion

This data will be collected on each class' data sheet for analysis toward the goal.

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. Increase use of standards-based instruction which will lead to an increase in student achievement.
(Division Priority: Accelerate student performance) **1**

 G072694

G1.B1 Staff turn over and its effect on professional development. **2**

 B189675

G1.B1.S1 Training will be provided for the teachers in order to increase their knowledge. **4**

 S201029

Strategy Rationale

Teacher training for the new standards is necessary.

Action Step 1 **5**

Core Connections Training

Person Responsible

Karen Verano

Schedule

Every 2 Months, from 9/23/2015 to 6/3/2016

Evidence of Completion

Sign in sheets

Action Step 2 5

School level training on deconstructing standards, learning goals and scales

Person Responsible

Marybelle Cintron

Schedule

On 10/1/2015

Evidence of Completion

Sign in sheet and professional development points

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

Teacher samples of lessons to be collected.

Person Responsible

Karen Verano

Schedule

Every 2 Months, from 9/1/2015 to 5/6/2016

Evidence of Completion

Lesson plan samples utilizing skills learned in training.

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

Track progress using common assessments during PLC meetings.

Person Responsible

Karen Verano

Schedule

Weekly, from 9/8/2015 to 6/3/2016

Evidence of Completion

The classroom electronic data collection sheets will be used as evidence of effectiveness.

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

The leadership team will analyze the ongoing writing samples and class data for effectiveness.

Person Responsible

Karen Verano

Schedule

Every 2 Months, from 10/12/2015 to 2/25/2016

Evidence of Completion

The effectiveness of the Core Connections training will be monitored with the end of the year FSA Writing assessment.

G1.B1.S2 Resource coaches will be provided to teachers to increase application of strategies learned in professional development. 4

 S201030

Strategy Rationale

Resource teachers, district coaches, and TIF coaches will assist the teachers on implementation of job embedded professional development.

Action Step 1 5

School level coaching staff will attend ELA and math team planning sessions.

Person Responsible

Karen Verano

Schedule

Weekly, from 8/24/2015 to 6/1/2016

Evidence of Completion

The coaching staff uploads their weekly schedule.

Action Step 2 5

Additional professional development will be offered for staff new to Engelwood.

Person Responsible

Marybelle Cintron

Schedule

Monthly, from 8/17/2015 to 2/25/2016

Evidence of Completion

Sign in sheets and agendas for sessions

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Administrators will attend planning sessions with the coaching staff and professional development offered.

Person Responsible

Vidal Reyes

Schedule

Monthly, from 9/1/2015 to 5/27/2016

Evidence of Completion

Sign in sheets

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Administrator will review lesson plans and observe lessons every three weeks.

Person Responsible

Vidal Reyes

Schedule

Every 3 Weeks, from 9/11/2015 to 5/27/2016

Evidence of Completion

IObservation data and lesson plan checklist sheets.

G1.B2 Understanding the PLC model for efficient and meaningful sessions. 2

 B189676

G1.B2.S1 District coaches from T & L and TIF will be asked to model lessons in order to increase proficiency. 4

 S201031

Strategy Rationale

Modeling the new standards has not happened.

Action Step 1 5

District T & L and TIF coaches will be contacted to provide PD.

Person Responsible

Marybelle Cintron

Schedule

Quarterly, from 9/1/2015 to 3/4/2016

Evidence of Completion

Schedule of support

Action Step 2 5

Leadership will meet weekly to conduct current needs assessments for support.

Person Responsible

Marybelle Cintron

Schedule

Weekly, from 9/7/2015 to 5/27/2016

Evidence of Completion

Leadership meeting agendas and notes

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Teacher reflection logs.

Person Responsible

Marybelle Cintron

Schedule

Quarterly, from 9/1/2015 to 3/4/2016

Evidence of Completion

Teacher reflection should include how they are going to adapt the modeling to their instruction.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Administration will conduct observations once every three weeks.

Person Responsible

Karen Verano

Schedule

Every 3 Weeks, from 9/1/2015 to 3/4/2016

Evidence of Completion

IObservation data

G2. Teachers and administrators will collaborate and reflect through PLC's to plan for and implement lessons that fully address the intent of the grade level Florida Standards thus causing an increase in student achievement. (Division Priority: Ensure career and college readiness). 1

G072695

G2.B1 Staff turn over and its effect on professional development 2

B189677

G2.B1.S1 Engelwood will add morning professional development sessions formatted for new staff. 4

S201033

Strategy Rationale

New staff members need to acquire the knowledge of the current staff in order be efficient.

Action Step 1 5

Professional development sessions for staff new to Engelwood.

Person Responsible

Marybelle Cintron

Schedule

Monthly, from 8/24/2015 to 12/4/2015

Evidence of Completion

Agendas and sign in sheets.

Action Step 2 5

A survey will be conducted quarterly to collect needs of new staff members.

Person Responsible

Marybelle Cintron

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Survey results

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

Administration will participate in professional development.

Person Responsible

Vidal Reyes

Schedule

Monthly, from 8/14/2015 to 6/3/2016

Evidence of Completion

Agenda and sign in sheets.

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

New staff members will understand and use the Engelwood formats for planning and teaching.

Person Responsible

Karen Verano

Schedule

Weekly, from 8/14/2015 to 8/14/2015

Evidence of Completion

Lesson plan checks, team PLCs, and iObervation data.

G2.B1.S2 Engelwood will have a "new to Engelwood" introduction day. 4

S201034

Strategy Rationale

Staff members will learn the basics of the Engelwood structure.

Action Step 1 5

Plan the structure of the professional development.

Person Responsible

Marybelle Cintron

Schedule

On 8/14/2015

Evidence of Completion

Agenda and power points.

Action Step 2 5

Conduct the introduction day.

Person Responsible

Marybelle Cintron

Schedule

On 8/14/2015

Evidence of Completion

Sign in sheet.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Administration reviews the plans and participates in the day.

Person Responsible

Karen Verano

Schedule

On 8/14/2015

Evidence of Completion

Sign in sheet.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

New to Engelwood staff will be able to lesson plan, set up the classroom, and follow school policies and procedures.

Person Responsible

Vidal Reyes

Schedule

Weekly, from 8/17/2015 to 10/23/2015

Evidence of Completion

Administration will observe the classrooms and lesson plans.

G2.B2 Understanding the PLC model for efficient and meaningful sessions 2

 B189678

G2.B2.S1 Coaching staff will guide and assist PLCs each time they meet. 4

 S201035

Strategy Rationale

The coaches will help the PLCs stay focused on the SMART goals using standards based instruction. They will teach the structure of an efficient and effective PLC.

Action Step 1 5

Set a PLC schedule for the groups.

Person Responsible

Vidal Reyes

Schedule

Monthly, from 9/1/2015 to 6/3/2016

Evidence of Completion

A schedule will be printed for distribution.

Action Step 2 5

Coaching staff meets weekly with PLCs to design standards based lessons and analyze common assessment results.

Person Responsible

Vidal Reyes

Schedule

Weekly, from 9/1/2015 to 6/3/2016

Evidence of Completion

Coaches will submit weekly schedules on the school collaboration site.

Action Step 3 5

PLCs will analyze data to make a plan for future instruction.

Person Responsible

Vidal Reyes

Schedule

Weekly, from 9/1/2015 to 6/3/2016

Evidence of Completion

Administration will discuss these forms at data meetings.

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

Administration will observe PLC groups according to the schedule.

Person Responsible

Vidal Reyes

Schedule

Weekly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Notes from the PLC outcomes.

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

Administration will conduct an observation on each teacher at least every three weeks.

Person Responsible

Vidal Reyes

Schedule

Weekly, from 9/8/2015 to 6/3/2016

Evidence of Completion

Observation reports from iObservation.

G2.B2.S2 Staff training on PLCs will need to occur. 4

 S201036

Strategy Rationale

The staff has varied concepts of the PLC model.

Action Step 1 5

Provide training on the PLC model

Person Responsible

Marybelle Cintron

Schedule

On 11/4/2015

Evidence of Completion

Agenda and sign in sheet.

Action Step 2 5

Embedded professional development during PLCs

Person Responsible

Marybelle Cintron

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Agendas and sign in sheets

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Administration will attend sessions and meet with coaches in regards to the sessions.

Person Responsible

Vidal Reyes

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Sign in sheet and notes from the PLC session.

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

The PLCs will use the analyzed data to drive instruction.

Person Responsible

Vidal Reyes

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

The data for the common assessments will show growth as a result of an efficient PLC model.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Core Connections Training	Verano, Karen	9/23/2015	Sign in sheets	6/3/2016 every-2-months
G1.B1.S2.A1	School level coaching staff will attend ELA and math team planning sessions.	Verano, Karen	8/24/2015	The coaching staff uploads their weekly schedule.	6/1/2016 weekly
G1.B2.S1.A1	District T & L and TIF coaches will be contacted to provide PD.	Cintron, Marybelle	9/1/2015	Schedule of support	3/4/2016 quarterly
G2.B1.S1.A1	Professional development sessions for staff new to Engelwood.	Cintron, Marybelle	8/24/2015	Agendas and sign in sheets.	12/4/2015 monthly
G2.B1.S2.A1	Plan the structure of the professional development.	Cintron, Marybelle	8/14/2015	Agenda and power points.	8/14/2015 one-time
G2.B2.S1.A1	Set a PLC schedule for the groups.	Reyes, Vidal	9/1/2015	A schedule will be printed for distribution.	6/3/2016 monthly

Orange - 0681 - Engelwood Elementary - 2015-16 SIP
Engelwood Elementary

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S2.A1	Provide training on the PLC model	Cintron, Marybelle	11/4/2015	Agenda and sign in sheet.	11/4/2015 one-time
G1.B1.S1.A2	School level training on deconstructing standards, learning goals and scales	Cintron, Marybelle	9/1/2015	Sign in sheet and professional development points	10/1/2015 one-time
G1.B1.S2.A2	Additional professional development will be offered for staff new to Engelwood.	Cintron, Marybelle	8/17/2015	Sign in sheets and agendas for sessions	2/25/2016 monthly
G1.B2.S1.A2	Leadership will meet weekly to conduct current needs assessments for support.	Cintron, Marybelle	9/7/2015	Leadership meeting agendas and notes	5/27/2016 weekly
G2.B1.S1.A2	A survey will be conducted quarterly to collect needs of new staff members.	Cintron, Marybelle	8/24/2015	Survey results	6/3/2016 quarterly
G2.B1.S2.A2	Conduct the introduction day.	Cintron, Marybelle	8/14/2015	Sign in sheet.	8/14/2015 one-time
G2.B2.S1.A2	Coaching staff meets weekly with PLCs to design standards based lessons and analyze common assessment results.	Reyes, Vidal	9/1/2015	Coaches will submit weekly schedules on the school collaboration site.	6/3/2016 weekly
G2.B2.S2.A2	Embedded professional development during PLCs	Cintron, Marybelle	8/24/2015	Agendas and sign in sheets	6/3/2016 weekly
G2.B2.S1.A3	PLCs will analyze data to make a plan for future instruction.	Reyes, Vidal	9/1/2015	Administration will discuss these forms at data meetings.	6/3/2016 weekly
G1.MA1	Common Assessments for standards taught.	Verano, Karen	9/1/2015	Common assessment data will be compiled on electronic data sheets by teachers and evaluated during PLCs.	3/25/2016 weekly
G1.B1.S1.MA1	Track progress using common assessments during PLC meetings.	Verano, Karen	9/8/2015	The classroom electronic data collection sheets will be used as evidence of effectiveness.	6/3/2016 weekly
G1.B1.S1.MA1	The leadership team will analyze the ongoing writing samples and class data for effectiveness.	Verano, Karen	10/12/2015	The effectiveness of the Core Connections training will be monitored with the end of the year FSA Writing assessment.	2/25/2016 every-2-months
G1.B1.S1.MA1	Teacher samples of lessons to be collected.	Verano, Karen	9/1/2015	Lesson plan samples utilizing skills learned in training.	5/6/2016 every-2-months
G1.B2.S1.MA1	Administration will conduct observations once every three weeks.	Verano, Karen	9/1/2015	IObservation data	3/4/2016 every-3-weeks
G1.B2.S1.MA1	Teacher reflection logs.	Cintron, Marybelle	9/1/2015	Teacher reflection should include how they are going to adapt the modeling to their instruction.	3/4/2016 quarterly
G1.B1.S2.MA1	Administrator will review lesson plans and observe lessons every three weeks.	Reyes, Vidal	9/11/2015	IObservation data and lesson plan checklist sheets.	5/27/2016 every-3-weeks
G1.B1.S2.MA1	Administrators will attend planning sessions with the coaching staff and professional development offered.	Reyes, Vidal	9/1/2015	Sign in sheets	5/27/2016 monthly
G2.MA1	Engelwood will use the following assessments to progress monitor: MAP, teacher made common assessments, intervention group assessments and DIBELS Oral Reading Fluency. Also, Engelwood uses four online assessments: STAR, iReady Math Diagnostic, Lexia Reading and Reading Plus. We will also look at the state level FSA testing results at the end of the year.	Reyes, Vidal	9/4/2015	This data will be collected on each class' data sheet for analysis toward the goal.	6/3/2016 weekly
G2.B1.S1.MA1	New staff members will understand and use the Engelwood formats for planning and teaching.	Verano, Karen	8/14/2015	Lesson plan checks, team PLCs, and iObservation data.	8/14/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.MA1	Administration will participate in professional development.	Reyes, Vidal	8/14/2015	Agenda and sign in sheets.	6/3/2016 monthly
G2.B2.S1.MA1	Administration will conduct an observation on each teacher at least every three weeks.	Reyes, Vidal	9/8/2015	Observation reports from iObservation.	6/3/2016 weekly
G2.B2.S1.MA1	Administration will observe PLC groups according to the schedule.	Reyes, Vidal	8/31/2015	Notes from the PLC outcomes.	6/3/2016 weekly
G2.B1.S2.MA1	New to Engelwood staff will be able to lesson plan, set up the classroom, and follow school policies and procedures.	Reyes, Vidal	8/17/2015	Administration will observe the classrooms and lesson plans.	10/23/2015 weekly
G2.B1.S2.MA1	Administration reviews the plans and participates in the day.	Verano, Karen	8/14/2015	Sign in sheet.	8/14/2015 one-time
G2.B2.S2.MA1	The PLCs will use the analyzed data to drive instruction.	Reyes, Vidal	8/24/2015	The data for the common assessments will show growth as a result of an efficient PLC model.	6/3/2016 weekly
G2.B2.S2.MA1	Administration will attend sessions and meet with coaches in regards to the sessions.	Reyes, Vidal	8/24/2015	Sign in sheet and notes from the PLC session.	6/3/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Increase use of standards-based instruction which will lead to an increase in student achievement.
(Division Priority: Accelerate student performance)

G1.B1 Staff turn over and its effect on professional development.

G1.B1.S1 Training will be provided for the teachers in order to increase their knowledge.

PD Opportunity 1

Core Connections Training

Facilitator

District Coaches

Participants

Grade Level Teachers

Schedule

Every 2 Months, from 9/23/2015 to 6/3/2016

G1.B1.S2 Resource coaches will be provided to teachers to increase application of strategies learned in professional development.

PD Opportunity 1

Additional professional development will be offered for staff new to Engelwood.

Facilitator

Cintron, Marybelle

Participants

All staff new to the district and/or Engelwood

Schedule

Monthly, from 8/17/2015 to 2/25/2016

G2. Teachers and administrators will collaborate and reflect through PLC's to plan for and implement lessons that fully address the intent of the grade level Florida Standards thus causing an increase in student achievement. (Division Priority: Ensure career and college readiness).

G2.B1 Staff turn over and its effect on professional development

G2.B1.S1 Engelwood will add morning professional development sessions formatted for new staff.

PD Opportunity 1

Professional development sessions for staff new to Engelwood.

Facilitator

Marybelle Cintron

Participants

All new to Engelwood teachers.

Schedule

Monthly, from 8/24/2015 to 12/4/2015

G2.B1.S2 Engelwood will have a "new to Engelwood" introduction day.

PD Opportunity 1

Conduct the introduction day.

Facilitator

Marybelle Cintron

Participants

All new to Engelwood who have been cleared by OCPS.

Schedule

On 8/14/2015

G2.B2 Understanding the PLC model for efficient and meaningful sessions

G2.B2.S2 Staff training on PLCs will need to occur.

PD Opportunity 1

Provide training on the PLC model

Facilitator

Teresa Williams

Participants

All Engelwood instructional staff

Schedule

On 11/4/2015

PD Opportunity 2

Embedded professional development during PLCs

Facilitator

Cardenas, Cintron, Garcia, Rosa, and Verano.

Participants

All Engelwood instructional staff

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Core Connections Training				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		120-Classroom Teachers	0681 - Engelwood Elementary	Title I Part A		\$1,000.00
2	G1.B1.S1.A2	School level training on deconstructing standards, learning goals and scales				\$0.00
3	G1.B1.S2.A1	School level coaching staff will attend ELA and math team planning sessions.				\$0.00
4	G1.B1.S2.A2	Additional professional development will be offered for staff new to Engelwood.				\$0.00
5	G1.B2.S1.A1	District T & L and TIF coaches will be contacted to provide PD.				\$10,250.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		120-Classroom Teachers	0681 - Engelwood Elementary	Title I Part A		\$10,250.00
6	G1.B2.S1.A2	Leadership will meet weekly to conduct current needs assessments for support.				\$0.00
7	G2.B1.S1.A1	Professional development sessions for staff new to Engelwood.				\$64,539.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		160-Other Support Personnel	0681 - Engelwood Elementary	Title I Part A		\$64,539.00
8	G2.B1.S1.A2	A survey will be conducted quarterly to collect needs of new staff members.				\$0.00
9	G2.B1.S2.A1	Plan the structure of the professional development.				\$0.00
10	G2.B1.S2.A2	Conduct the introduction day.				\$0.00
11	G2.B2.S1.A1	Set a PLC schedule for the groups.				\$283,204.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		120-Classroom Teachers	0681 - Engelwood Elementary	General Fund		\$283,204.00
12	G2.B2.S1.A2	Coaching staff meets weekly with PLCs to design standards based lessons and analyze common assessment results.				\$11,050.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16

Budget Data						
		160-Other Support Personnel	0681 - Engelwood Elementary			\$11,050.00
13	G2.B2.S1.A3	PLCs will analyze data to make a plan for future instruction.				\$0.00
14	G2.B2.S2.A1	Provide training on the PLC model				\$0.00
15	G2.B2.S2.A2	Embedded professional development during PLCs				\$0.00
					Total:	\$370,043.00