Orange County Public Schools

Eagles Nest Elementary

2016-17 Schoolwide Improvement Plan

Eagles Nest Elementary

5353 METROWEST BLVD, Orlando, FL 32811

https://eaglesnestes.ocps.net/

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 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	97%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	D*	C	C

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2016-17 DA Category and Statuses for Eagles Nest Elementary

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

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

To be the top producer of successful students in the nation

2. School Environment

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

The process that Eagle's Nest uses to learn about students' cultures is to examine the student interest forms provided by the classroom teachers, participation in after school events and the daily interactions with students and families. Relationships are built through constant communication via face to face, phone calls, planners, notices, parent newsletters, School Advisory Council, Parent Teacher Organization, Professional Learning Community, and the Eagle's Nest website. Additionally, our school climate survey and home language survey will help to provide a snapshot of our students' cultural needs. Teachers will use newsletters in order to maintain constant contact and bridge the gap between home and school. The continued support between faculty and parents will ensure positive relationships.
Our monthly parental involvement events will build positive relationships, communicate the school's mission and values, and keep parents informed of their child's progress. These events include, but are not limited to: Meet the Teacher, Open House,Father & Son Basketball Tournament, Fall Conference Night, Math/Science Night, Turkey/Gingerbread Parade, Literacy Night, Florida State Assessment Information Night, Black History Celebration, Movie Nights, Talent Show & Celebrate the Arts Night.

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

Eagle's Nest prides itself on creating an inclusive culture where a safe and respected environment is priority. Before school, students are received by strategically placed staff around campus. These persons are to greet all students as they arrive on campus. A "pulse check" of our students is taken to minimize disruption throughout the school day. If a student is noticed to be agitated, staff members will work together to assist the student in a positive manner. Throughout the school day, leadership team members and the behavior team visit classrooms often to make rounds and build positive relationships with students. We have clear systems implemented for arrival and dismissal with adult supervision at all times. Safety procedures are in place for all circumstances ie: code red, fire, severe weather. Our security officer is available to anyone entering the school, which in turn provides safety and security. Having a staff and leadership team that is visible and available allows for students and parents to feel valued, appreciated, and respected. This will help to foster an environment where students will participate and contribute to the learning environment. Cafeteria systems are in place and staff members have assigned duties to ensure safety for all students. Staff members use radios for continuous communication. Students use hall passes and a buddy system when leaving the classroom. Teachers utilize a warning system on classroom doors in order to alert for safety or threat. School Administration, Leadership Team members and the Security Officer monitor campus activity

via the school security camera system. Additionally, upon entry to the school, all visitors must have their identification scanned through the national Raptor system.

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

Teachers complete a Classroom Management Plan and turn it in to the dean and assistant principal. They use Antecedent-Behaviors-Consequences to document three incidents before the dean becomes involved. The school is using Positive Behavior Reinforcement strategies to ensure that students stay in classrooms and do not miss instructional time. The discipline team trained all students on cafeteria expectations the first week of school. There is a reward system in place to encourage appropriate behavior in the cafeteria. The dean meets with each grade level once a month to discuss common behavior issues and develop action plans. Additionally, the discipline team conducts bullying prevention and character lessons monthly. Our behavioral system is used school wide and extends into the classrooms. All classroom teachers follow a system of colors ranging from purple to red. Utilizing a color system and defining clear expectations at the onset of school will help to minimize distractions and keep students engaged during instruction. The Positive Behavior Support (PBS) team has established clear protocols for students that need disciplinary action. A tiered system helps teachers to determine the intervention necessary to deescalate situations that may arise. All instructional and majority of our classified staff are Crisis Prevention Intervention trained in the area of deescalation. Additionally, members of our Exceptional Student Education (ESE) team are fully certified in Crisis Prevention Intervention. Furthermore, students wear uniforms daily to ensure they are focused on academics and to create a sense of uniformity and equality throughout the school.

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

All instructional staff and many classified staff are assigned at least one student mentee. The staff meets with their mentee's weekly to "check in" and promote positive culture throughout the building. In addition, the students can participate in a lunch buddy group and social skills class with members of the behavior team. We have additional assistance from outside resources such as social workers and counselors that provide one on one counseling. On occasion college students and members from various churches from our community will volunteer as mentors to help students with homework or any social and emotional needs. Additionally, our school psychologist is available to also work with groups of students to address social skills, anger management and support groups as needed. Additionally, the teachers on campus have started "talking" groups to discuss overall issues and concerns.

3. Early Warning Systems

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

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

We will use the Multi-Tiered System of Supports (MTSS) as a process to identify and monitor students who need additional support services for academics and/or behaviors. Once students are identified, teachers begin collecting Tier II data. After Tier II data has been collected, the MTSS team will meet to interpret and analyze data to determine if Tier III intervention is needed. This data is compared to standardized assessments, suspensions, and absences during their weekly meetings. The MTSS team will review and discuss students that exhibit early warning indicators. The dominant early warning indicators at Eagle's Nest are:
*Attendance below 90 percent

*One or more suspensions
*Receiving a score of a Level 1 on statewide standardized assessments in English Language Arts or Mathematics.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	15	33	11	16	13	14	0	0	0	0	0	0	0	102
One or more suspensions	13	19	13	10	30	19	0	0	0	0	0	0	0	104
Course failure in ELA or Math	19	20	3	7	13	61	1	0	0	0	0	0	0	124
Level 1 on statewide assessment	0	0	0	55	71	44	0	0	0	0	0	0	0	170
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	5	19	2	17	30	14	0	0	0	0	0	0	0	87

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

Staff Development was provided to all staff members to ensure the compliance of using standardized testing and assessments to identify students in need of additional support or enrichment. Once students are identified, teachers begin collecting Tier I data. Once it has been determined that Tier I interventions are not meeting the needs of the student, the teacher requests a meeting with the Multi Tier System of Support Coordinator. At this meeting, Tier II interventions are identified and a MTSS plan is put in place to be implemented. Teachers must still collect data to determine if the interventions are working or need to be changed. The student is monitored closely by the MTSS team to determine the success of interventions. In the event Tier II interventions are not successful and the student has not shown progress, the MTSS Committee meets to discuss an action plan to implement Tier III interventions. The interventions are documented and data is collected to determine the next course of actions. Some of the interventions used for Tier II are small group instruction, computer based intervention programs, and push in support provided by all leadership team members. In Tier III, intervention strategies include but are not limited to, additional support time provided by reading coach as well as the reading intervention specialist. All of these interventions build upon each other. The interventions indicate that more time is being invested with the student. Previous interventions are not removed from a student's support system. Throughout the MTSS process, parents are kept informed of the students progress or lack there of; parents are an integral part of the process.

Eagle's Nest also offers free breakfast, lunch, and snacks to our students. We have adopted the fruit and vegetable program, which enables our students to receive fruits and vegetable snacks multiple times per week.

We have started a mentoring program. Each teacher and staff member will receive one to two students who they will be responsible for mentoring. Each staff member will be responsible for building nurturing relationships to foster a spirit of excellence.

In order to support behavior and minimize suspensions, Eagle's Nest has adopted the Positive Behavior System as a school wide behavior program. We have also implemented the "Caught Soaringl" program. In this program, students have the opportunity to be recognized for their actions at a school-wide level. Teachers have the opportunity to request support from the leadership team by using the Behavior Support Request form. This enables staff members to collaborate with the goal of meeting the behavioral needs of specific students. Finally, we have implemented Positive Alternative to School Suspension (PASS) as another intervention strategy to support student behavior.

To improve the academic performance of our students who scored a Level 1 on statewide assessments, we will be providing an extra hour of reading instruction for all grade levels. Our staff will continue to be trained on the Marzano Instructional Framework and will be expected to use elements of the framework in every lesson. We have purchased the Voyager Passport program to use as an intervention piece during our MTSS instructional time. Our students will also use I-Ready Math and I-Ready Reading. These computer programs will be used as a supplements to our core reading and math instruction.

B. Family and Community Engagement

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

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

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

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

Yes

1. PIP Link

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

2. Description

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

Eagle's Nest works diligently to secure partnerships that will build relationships between community, families and faculty. Ms. Karen Diaz, our Partner in Education (PIE) program coordinator is the springboard to build and sustain partnerships with the local community. Through these partnerships, Eagle's Nest is able to secure and utilize resources to support the school and student achievement. Our partnerships include, but are not limited to: Starbucks, Jimmy John's, McDonalds, UCF, Panda Express, Chick-Fil-A, Tijuana Flats, Flipper's Pizzeria, local churches, Junior Achievement, STARS, OUC, Orlando Science Center, and CoCo Key Water Resort.

The Love Pantry is provided through the Christian Service Center in efforts to help keep hunger from having an impact on learning at Eagle's Nest. The pantry is restocked monthly and Ms. Diaz assists teachers in identifying and providing families with food.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Despenza, Britt	Principal
Backherms, Cara	Instructional Coach
Johnson, Andrea	Assistant Principal
Wright, Lovelle	Teacher, ESE
Harden, LaTonya	Teacher, K-12
Diaz, Karen	Teacher, K-12
McDowell, Lakisha	Teacher, K-12

b. Duties

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

Eagle's Nest's principal, Britt Despenza, is an instructional leader who sustains a shared vision for the students' academic achievement. She ensures rigorous, standards-based instruction. She supports continuous professional development opportunities for all teachers. The principal oversees school wide safety and efficient operations. She is in constant communication and collaboration with the surrounding community and its stakeholders.

The assistant principal, Andrea Johnson, is an instructional leader who assists and supports all of the principal's initiatives and duties. She is the lead for the following initiatives: Title I documentation, common planning, and facilities management.

Our MTSS coordinators, Karen Diaz and Lovelle Wright will provide intervention support for teachers and assist in progress monitoring at risk students. The team assists with whole school screening programs. They assist in the design and implementation for progress monitoring, data collection, and data analysis.

The English Language Arts (ELA) Coach, Lakisha McDowell collaborates with teachers on differentiated best instructional practices. She attends common planning to support the design of rigorous unit plans for whole group reading, centers, reading groups, text based writing, close/careful reads, reading interventions, and the extended reading hour. In addition she is the lead for the following initiatives: extended media, non-fiction text resources (science and social studies), ELA mentor/modeling, ELA professional development, Accelerated Reader (AR) Program and Incentives, ELA Grants, literacy events, oration/speech contests, iReady, Book Club and the Battle of the Books initiative.

The Math Resource Teacher, Cara Backherms collaborates with teachers on differentiated, best instructional practices. She meets weekly during PLC/common planning to support the design of rigorous unit plans for whole group math lessons, math centers, math interventions, and math resources. In addition she is the lead for the following initiatives: math fluency plan (school wide), math mentor/modeling, math professional development, iReady math online program.

The CRT/Instructional Coach, Cara Backherms, is the lead for full implementation of Marzano's Instructional Framework. She provides professional development on best instructional practices, classroom coaching, and feedback specific to the framework's elements. She is the lead for Deliberate Practice and iObservation. She supports the teachers in locating and using instructional materials that support best practices. The instructional coach oversees the mentor/mentee program.

She is the school's testing coordinator, which includes, FSA, OCPS Benchmarks and End Of Course Exams. She is the lead for the following initiatives: curriculum materials/inventory, technology materials/inventory, Progress Book, progress monitoring records, weekly staff newsletter, master calendar, school events, Teach-In, Junior Achievement, Additions and field trips.

Jason Vanderpool, oversees the PBS program. He is the lead on all behavior support, documentation, and referrals. Mr. Vanderpool ensures the Code of Conduct is communicated to students monthly and is the lead for our school's PASS program. He assists the assistant principal with the Title I Parent Involvement and Safe School Plan initiatives. In addition, he is our school's bus coordinator.

Our behavior team, works to provide support to a multi-disciplinary group whose purpose is meeting regularly to support their target audience for social and emotional needs to our Eagle's Nest students. The behavior team also focuses on preventing the threat and/or crisis before it occurs. The team provides faculty and staff through PLC's guiding staff on how to effectively manage classrooms and school environment, as well as to recognizing early warning signs of concerns and red flag behaviors.

Our Staffing Specialist, Lovelle Wright, is the lead for our ESE team. She coordinates all student staffing documentation, progress monitoring, and meetings. She is our Section 504 and Individualized Education Program (IEP) manager. She also oversees the ESE buses. She also a part of the MTSS team and provides guidance to all teachers to ensure their data, graphs and testing information is completed correctly and in a timely fashion.

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

The Eagle's Nest leadership team has the following systems in place to identify and align all available resources in order to meet the needs of students and maximize desired outcomes.

Our leadership team works collaboratively with our district based School Transformation Office (STO) team. This team includes: Kathy Shuler, Associate Superintendent of School Transformation Office; Tashanda Brown-Cannon, Executive Area Director of School Transformation Office; Bonnie Jack, Senior Administrator School Transformation Office; Julia Jackson, ELA and Math Coach, Carla Duck, ELA Coach and Jaime Budd, Math Coach. The coaches support Eagle's Nest through weekly classroom walkthroughs, coaching, and common planning. Our STO leadership team provides ongoing support to Eagle's Nest through school visits and collaborative meetings with the principal.

The school based leadership team meets every Friday to review common planning meetings, classroom walkthroughs/evaluations, coaching, problem-solving discussions and to address overall school needs. Based on these meetings, additional resources are allocated to support rigorous classroom instruction and student interventions.

The grade level PLC/common planning meetings are supported by a member of the leadership team. During these meetings each leadership team member is responsible for supporting the teams in developing rigorous units of study for each subject area. During this time, it is determined what instructional materials will be used and what materials need to be provided.

In addition, each grade level meets with the leadership bi-weekly for data meetings. During these meetings, formative/summative assessment and intervention data is reviewed to determine next best

steps to meet the needs of all students and maximize desired outcomes. This includes allocation of available instructional materials through funding resources.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Britt Despenza	Principal
Cara Backherms	Teacher
Janice Childs	Teacher
Karen Diaz	Teacher
Andrea Johnson	Teacher
Julia Cuevas	Parent
Erica Kee	Education Support Employee

b. Duties

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

a. Evaluation of last year's school improvement plan

At the initial SAC meeting, we will review last year's school improvement plan in conjunction with 2016 FSA Reading and Math data to determine an evaluation of its goals and effectiveness.

b. Development of this school improvement plan

At the initial SAC meeting, the current school improvement plan draft will be reviewed. SAC members have the opportunity to revise the information as appropriate.

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

In the spring, the projected school budget for the 2016-2017 school year was shared with the SAC and input was collected. During the September 2016 meeting, updated budget information will be shared and the SAC will determine allocations for professional development for teachers as well as expenditures for instructional materials.

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

At the September 2016 meeting, the SAC will review the school improvement funds. Allocations will be determined for each SIP goal, which include professional development for teachers and instructional materials.

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

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

3. Literacy Leadership Team (LLT)

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

Name	Title
Despenza, Britt	Principal
Backherms, Cara	Other
Wright, Lovelle	Teacher, ESE
Johnson, Andrea	Assistant Principal
Diaz, Karen	Teacher, K-12
McDowell, Lakisha	Teacher, K-12
Harden, LaTonya	Teacher, K-12

b. Duties

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

The LLT will work to increase the number of students meeting grade level expectations and proficiency standards. The focus of the LLT will be to develop a plan to increase readership of non-fiction and complex text. Eagle's Nest Accelerated Reader (AR) program is a school wide initiative to promote and celebrate independent reading. The Eagle Book Challenge partners with AR to promote non-fiction literacy and comprehension. Eagle's Nest will participate in the Title I Extended Media program to provide additional opportunities for our students in grades 3-5 to interact with text. As a selected extended hour school, students receive an additional hour of reading intervention. In January, we will host a Literacy Night to promote positive family interactions with text based activities. In addition, PLC/common planning meetings will be the time for teams and district/school based coaches to deconstruct the Language Arts Florida Standards (LAFS) and create rigorous literacy instruction. Students will also have an opportunity to participate in Book Club and OCPS Battle of Books.

D. Public and Collaborative Teaching

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

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

A variety of strategies are used to encourage positive working relationships between teachers at Eagle's Nest. Every Monday is our school wide math collaboration, Tuesdays are schoolwide reading collaboration, Wednesday is writing collaboration, Thursday is designated for Professional Learning Communities, and Friday is science collaboration. These planning opportunities ensure alignment across grade levels. Additionally, all grade levels participate in weekly PLC's to focus on reviewing data, recognizing and addressing trends and overall standards-based instruction. A leadership team representative attends and supports each PLC. We also hold weekly data meetings in order to disaggregate data and continue the collaboration process. Staff meetings are held monthly, and professional development activities are held on Wednesdays. In addition, grade level teams focus on a specific, instructional strategy during the Deliberate Practice process. They work together to practice and refine this instructional strategy. Eagle's Nest supports new teachers through the Mentor/Mentee program. Mentees receive support from a veteran teacher through this program. We also have the New Nester's Program in place at our school. Teachers who are new to Eagle's Nest meet regularly to learn about our school and ask questions as necessary.

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

All teachers that fall in the (0-3) category and teachers that are in need of additional support are paired with experienced teachers to assist them with procedures, curriculum, and provide overall instructional support.
Administration and school based coaches will provide feedback to teachers on a weekly basis. Administration will provide teachers with the opportunity to visit colleagues to view teaching strategies. Our principal and assistant principal will work with the district office during the hiring process to ensure that candidates are highly qualified before being placed in instructional positions. The principal and assistant principal will retain highly effective teachers by continuously building instructional skills through ongoing professional development, staff surveys, courageous classroom conversations, valid and reliable observation feedback, building school-wide morale and mentoring/coaching.

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

The Eagle's Nest mentoring program provides for all (0-3) teachers to be paired with experienced teachers. Planning meetings are scheduled weekly for teachers to collaborate and discuss which benchmarks should be taught, effective ways of delivering instruction, student progress and data. Additionally, teachers that are beyond 0-3, and still require mentoring are paired with a buddy teacher who can assist them with strategies and provide overall guidance and support. Our new teachers meet monthly or as needed with our instructional coach. She conducts mini professional development sessions based upon observations and teachers' needs. The experienced teachers that provide mentoring are teachers who are extremely proficient within the content area and experienced within their pedagogy.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The district provides the core curriculum for Orange County Public Schools. Eagle's Nest ensures that all teachers have access to the new Florida State Standards, the district scope and sequence and the STO instructional focus calendar and progressions. Eagle's Nest also ensures that the teachers receive professional development on how to research, identify and provide standards based instruction. Additionally the district based Instructional Management System (IMS), Measurement Topic Plans (MTP), and the School Transformation Office's resources are used to assist with the development of standards-based units. The units include an overall learning goal with specific learning targets from the deconstructed Florida State Standard(s). In addition, instructional teams use the FSA Test Item Specifications and district-based EOC outlines. Based on these units, the teams determine the instructional programs, materials, and formative/summative assessments that align specifically to each unit of study. During these meetings the leadership team representative and grade level team begin with specific standards to develop a cohesive and rigorous unit of study.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Eagle's Nest uses a data-driven approach to differentiate instruction in order to meet the diverse needs of our students. During the first weeks of school, all students are given baseline assessments in reading, math, writing, and science. Furthermore, students in grades 3-5 also are assessed using fluency assessments, Core, Past, and DRA. Additionally, classroom data and teacher observations provide for the opportunity to identify target skills that need to be addressed for every student. The data provided from these assessments will be used to differentiate instruction based on specific needs. After the initial assessment, teachers will give weekly formative assessments to track students' growth based on specific standards-based learning targets. In addition, summative assessments will be given at the end of each unit to track students' achievement in relation to the standards-based learning goal. Small reading and math groups will address students' needs based on grade level expectations.

Once students are targeted, teachers build fluid groups to meet the needs of each student. Instruction is modified or supplemented using district approved intervention pieces to ensure every student attains comprehensive understanding and mastery of the Florida State Standards.
Students having difficulty may receive additional support from our resource teachers. Additionally, students receive additional support during the designated intervention block and the extra hour of instruction in the area of reading.
Eagle's Nest students also use several technology programs for supplemental assistance. These technology components assess and level appropriately and students move through the program at their own pace. Students who are performing below grade level proficiency will receive interventions specific to their needs. These students will be progress monitored on a bi-weekly basis, and groups will be fluid based on student needs. The additional hour reading block at the end of each day will also be used for reading interventions to assist students having difficulty attaining proficiency or advanced levels on state assessments.

The leadership team and grade levels will meet bi-weekly to review, discuss, and take action on current student data. Instruction will be modified based on student data. For example, if students display proficiency on a pre-assessment, the teacher will modify the instructional plan to address the standards at an advanced level. Students who do not display proficiency will be addressed in small groups and during intervention. In addition, if students display deficits, the instructional plan will be modified to address learning targets. Students who are proficient will receive advanced instruction in small groups.

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

Strategy: Extended School Day

Minutes added to school year: 10,800

Students in all grade levels receive an extra hour of reading instruction at the end of each day. Teachers use data to drive their instruction and meet with students in small groups. This enables the teachers to meet the needs of their students in order to improve students' reading proficiency.

Strategy Rationale

As a result, students overall reading proficiency will increase.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Despenza, Britt, britt.despenza@ocps.net

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

Teachers will keep record in a digital data notebook on our SharePoint site. The data notebook will be updated weekly, and an assigned leadership team member will review the data during the weekly PLC/common planning time. The leadership team and grade levels will meet weekly to review, discuss, and take action on current student data. Instruction will be modified based on students' data.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

All kindergarten students are assessed using the Florida Kindergarten Readiness test (FLKRS). This tool is used to measure the progress of foundational reading skills. This assessment is completed within the first 20 days of school. Eagle's Nest will test all current kindergarten students who participated in our Voluntary Prekindergarten Education Program (VPK). The goal is to show a 3% increase based on FLKRS data (score 70% and above). Data will be used to plan daily academic and social instruction for all students. Teachers will determine if supplemental instruction is needed for small groups and/or individual students. Core academic and social instruction will be provided by the teacher. Supplemental instruction may also be provided by the teacher or could be provided by a paraprofessional or support staff member. Teachers will utilize the social behavior observation checklist to determine if students are progressing in the social development.

b. College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

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

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step S123456 = Quick Key

Strategic Goals Summary

G1. Student achievement will increase across content areas by teachers implementing rigorous standards based instruction.

G2. Student achievement will increase when the MTSS framework is implemented with fidelity.

Strategic Goals Detail

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

G1. Student achievement will increase across content areas by teachers implementing rigorous standards based instruction. 1a

G084831

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	71.0
AMO Reading - All Students	70.0
FCAT 2.0 Science Proficiency	60.0
ELA/Reading Lowest 25% Gains	70.0

Targeted Barriers to Achieving the Goal 3

- Teachers are unable to develop classroom activities that effectively align to the rigor of the Florida State Standards.
- Teachers are unfamiliar with the full intentions of the Florida State Standards including all parts of the content standard, content limits and item types.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Item specifications, IMS, CPALMS, Marzano Art and Science of Teaching, Go Math, Journey's, Write Score Writing Program, Science Fusion, PSell, iReady mathematics computer program, iReady reading program,Marzano's Instructional Framework, Becoming a Reflective Teacher, and collaborative planning and professional development.

Plan to Monitor Progress Toward G1. 8

To determine the progress toward the goal, lesson plans will be reviewed in addition to common planning agendas. Common planning meetings will also be attended weekly to monitor the implementation of rigorous standards.

Person Responsible

Britt Despenza

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

iObservaton data from coaching walkthroughs, informal, and formal observations; lesson plan documentation, and digital data notebooks will display evidences of both staff and student growth.

G2. Student achievement will increase when the MTSS framework is implemented with fidelity. 1a

G084832

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	70.0
ELA/Reading Gains	60.0
FCAT 2.0 Science Proficiency	60.0
AMO Reading - All Students	
AMO Math - All Students	

Targeted Barriers to Achieving the Goal 3

- Teachers do not have a clear understanding of how to interpret, analyze, or graph the data collected from progress monitoring to improve student achievement.
- Teachers do not understand how to effectively use data gathered from progress monitoring to efficiently drive instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teachers will utilize Voyager Passport, iReady Reading & Math, OCPS monitoring probes and progress monitoring graphs to ensure the MTSS process is implemented with fidelity.
- The MTSS Team will provide quarterly professional developments on how to graph, analyze, and interpret data for classroom instruction.

Plan to Monitor Progress Toward G2. 8

Analyze progress monitoring data and graphs at monthly data meetings to determine if teacher implementation of iReady and Voyager Passport has increased Tier II and Tier III student achievement.

Person Responsible
Andrea Johnson

Schedule
Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion
Monthly data meetings, iObservaton data from coaching walkthroughs, progress monitoring graphs, and lesson plan documentation will display evidences of both staff and student growth.

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. Student achievement will increase across content areas by teachers implementing rigorous standards based instruction. 1

G084831

G1.B1 Teachers are unable to develop classroom activities that effectively align to the rigor of the Florida State Standards. 2

B225580

G1.B1.S1 Administration, instructional coaches and district coaches will provide support to teachers by providing professional development on standards based instruction. 4

S237971

Strategy Rationale

With support from administration, instructional coaches and district coaches, teachers will be able to improve their implementation of rigorous standards based instruction.

Action Step 1 5

Administration, instructional coaches and district support staff will provide professional development on standards based instruction and best pedagogical practices to all staff members. They will focus on all grade levels across content areas. Additionally, instructional coaches will model lessons for teachers, view teacher lessons, and review of lesson plans. Teachers that are in still in need of support will go through the coaching cycle with the Assistant Principal. Instructional coaches will collaborate with the teacher to ensure they have a firm understanding of the content and standards.

Person Responsible

Cara Backherms

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Administration will attend professional development to ensure staff members develop an understanding of various pedagogical practices. Additionally, Informal and formal iObservation data and non-observational walkthrough data from coaches, lesson plan documentation will provide evidences of both staff and student growth.

Action Step 2 5

The leadership team will provide the opportunity for content specific collaborative planning sessions three times a week with school based coach and district support. During planning teachers will discuss the deconstructed standards as well as select instructional strategies for the delivery of rigorous lessons.

Person Responsible

Cara Backherms

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Common planning forms, PLC notes, lesson plan documentation, and data from classroom walk throughs will display evidences of both staff and student growth.

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

Administrators will participate in the professional development and ensure meaningful dialogue take place. Additionally, teachers will provide an exit slip regarding their learning during the professional development. Administrators will also provide actionable feedback on classroom observations, will provide coaching, and participate in data chats that address how to reteach standards as deemed by the data in data chats.

Person Responsible

Andrea Johnson

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Classroom walkthroughs, iObservation data, assessment data, data meetings, leadership team agenda, coaching logs and coaching cycle forms

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

The leadership team will review data and conduct data chats with teachers to help identify root causes of misconceptions with the standards and help to plan for opportunities to reteach as needed. The team will use mini-assessments, district benchmark assessments, and FCAT 2.0 Science data. iObservation feedback data will be reviewed and aligned to iObservation data. I-Ready data will also be monitored.

Person Responsible

Britt Despenza

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Data chat minutes, leadership team minutes, iObservation data and feedback, mini-assessment data, Performance Matters data

G1.B2 Teachers are unfamiliar with the full intentions of the Florida State Standards including all parts of the content standard, content limits and item types. 2

B225581

G1.B2.S1 Teachers will become more familiar with the full intent of the Florida State Standards to help determine what strategies and what content needs to be addressed in the classroom to impact student achievement. 4

S237972

Strategy Rationale

If teachers understand the full intent of the standards, they will be able to make decisions for optimal classroom performance.

Action Step 1 5

Leadership team and district content coaches will facilitate professional development during planning on deconstructing standards for all content areas to better understand the standards including content limits and item types. Teachers will also teach the lesson to their colleagues during collaborative planning to ensure all teachers understand the full intent of the standard.

Person Responsible

Cara Backherms

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Common planning form, PLC notes along with classroom informal and formal observations will be used as evidence that teachers are deconstructing standards. Coaching logs will also be used to show discussions about deconstructed standards.

Action Step 2 5

Leadership team with district coaches will support teachers with collaborative planning to use the deconstructed standards to develop lessons that meet the intended depth of the standard.

Person Responsible

Cara Backherms

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Common planning form, PLC notes along with classroom informal and formal observations will be used as evidence that teachers are deconstructing standards. Coaching logs will also be used to reflect discussions about deconstructed standards.

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

To monitor and support the fidelity of implementation, informal and formal observations will be monitored, along with lesson plans. Common planning agendas will be collected. Teachers will be provided feedback from iObservation informal and formal walk throughs, and common planning meetings will be attended on a weekly basis.

Person Responsible

Andrea Johnson

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Common planning agendas, lesson plan documentation, and iObservation documentation

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

Administrative team will provide teachers with feedback, review lesson plans, attend common planning meetings, monitor informal and formal observations and coach classroom walkthroughs.

Person Responsible

Britt Despenza

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Lesson plans, common planning agendas, Marzano iObservation tool

G2. Student achievement will increase when the MTSS framework is implemented with fidelity. 1

G084832

G2.B1 Teachers do not have a clear understanding of how to interpret, analyze, or graph the data collected from progress monitoring to improve student achievement. 2

B225582

G2.B1.S1 Professional development on how to effectively analyze, interpret, and graph data collected from progress monitoring. 4

S237973

Strategy Rationale

When teachers have the knowledge on how to use data for instructional decisions, their instruction will be centered on data-based needs.

Action Step 1 5

The MTSS Team will provide quarterly professional developments for teachers on how to effectively graph, analyze, and interpret progress monitoring data to improve student achievement. To ensure teachers are making the proper adjustments to instruction, instructional coaches, principal and the MTSS team will monitor data and classroom instruction.

Person Responsible

Karen Diaz

Schedule

Quarterly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Administration will attend professional development, sign in sheets, and exit slips.

Action Step 2 5

The MTSS team will conduct monthly checks of progress monitoring graphs from data collected.

Person Responsible

Karen Diaz

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Administration and MTSS team will review teacher's graphs and provide feedback.

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

Administrators will participate in weekly data meetings to facilitate discussions. This will help teachers analyze and problem solve the issues with student achievement in the classroom. As a result, data-based decisions and implementing changes to instruction will take place and be able to be observed by administration and revisited with teachers.

Person Responsible

Britt Despenza

Schedule

Monthly, from 8/15/2016 to 5/29/2017

Evidence of Completion

Weekly data meetings, lesson plan documentation, and progress monitoring graphs will display evidences of both staff and student growth.

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

Classroom walkthroughs and observations, and progress monitoring documentation will be monitored for data-based instructional decision making.

Person Responsible

Britt Despenza

Schedule

Monthly, from 8/24/2015 to 5/23/2016

Evidence of Completion

Monthly data meetings, iObservaton data from coaching walkthroughs, informal and formal observations, lesson plan documentation, and progress monitoring graphs will display evidences of both staff and student growth.

G2.B2 Teachers do not understand how to effectively use data gathered from progress monitoring to efficiently drive instruction. 2

B225583

G2.B2.S1 MTSS team will monitor the implementation of Tier II and Tier III documentation to ensure student achievement. 4

S237974

Strategy Rationale

When teachers have the knowledge on how to use data for instructional decisions, their instruction will be centered on data based needs.

Action Step 1 5

Conduct bi-weekly grade level meetings to check progress monitoring data to ensure it is completed accurately.

Person Responsible

Karen Diaz

Schedule

Biweekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Progress monitoring graphs, data, and lesson plans

Action Step 2 5

The MTSS team and teachers will monitor data graphs of Tier II and Tier III students.

Person Responsible

Karen Diaz

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Progress monitoring graphs and data

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

Monthly data meetings will be conducted to review progress monitoring data of Tier II and Tier III students.

Person Responsible

Andrea Johnson

Schedule

Monthly, from 8/24/2015 to 5/23/2016

Evidence of Completion

Progress monitoring graphs and all content area data

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

To monitor and support the effectiveness of implementation, monthly data meetings will be held to review progress monitoring graphs.

Person Responsible

Britt Despenza

Schedule

Monthly, from 8/24/2015 to 5/23/2016

Evidence of Completion

Progress monitoring graphs, data, and lesson plans

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G2.B1.S1.MA1 M314273	Classroom walkthroughs and observations, and progress monitoring documentation will be monitored...	Despenza, Britt	8/24/2015	Monthly data meetings, iObservaton data from coaching walkthroughs, informal and formal observations, lesson plan documentation, and progress monitoring graphs will display evidences of both staff and student growth.	5/23/2016 monthly
G2.B2.S1.MA1 M314275	To monitor and support the effectiveness of implementation, monthly data meetings will be held to...	Despenza, Britt	8/24/2015	Progress monitoring graphs, data, and lesson plans	5/23/2016 monthly
G2.B2.S1.MA1 M314276	Monthly data meetings will be conducted to review progress monitoring data of Tier II and Tier III...	Johnson, Andrea	8/24/2015	Progress monitoring graphs and all content area data	5/23/2016 monthly
G1.MA1 M314272	To determine the progress toward the goal, lesson plans will be reviewed in addition to common...	Despenza, Britt	8/15/2016	iObservaton data from coaching walkthroughs, informal, and formal observations; lesson plan documentation, and digital data notebooks will display evidences of both staff and student growth.	5/26/2017 weekly
G2.MA1 M314277	Analyze progress monitoring data and graphs at monthly data meetings to determine if teacher...	Johnson, Andrea	8/15/2016	Monthly data meetings, iObservaton data from coaching walkthroughs, progress monitoring graphs, and lesson plan documentation will display evidences of both staff and student growth.	5/26/2017 monthly
G1.B1.S1.MA1 M314268	The leadership team will review data and conduct data chats with teachers to help identify root...	Despenza, Britt	8/15/2016	Data chat minutes, leadership team minutes, iObservation data and feedback, mini-assessment data, Performance Matters data	5/26/2017 weekly
G1.B1.S1.MA1 M314269	Administrators will participate in the professional development and ensure meaningful dialogue take...	Johnson, Andrea	8/15/2016	Classroom walkthroughs, iObservation data, assessment data, data meetings, leadership team agenda, coaching logs and coaching cycle forms	5/26/2017 weekly
G1.B1.S1.A1 A307894	Administration, instructional coaches and district support staff will provide professional...	Backherms, Cara	8/15/2016	Administration will attend professional development to ensure staff members develop an understanding of various pedagogical practices. Additionally, Informal and formal iObservation data and non-observational walkthrough data from coaches, lesson plan documentation will provide evidences of both staff and student growth.	5/26/2017 weekly
G1.B1.S1.A2 A307895	The leadership team will provide the opportunity for content specific collaborative planning...	Backherms, Cara	8/15/2016	Common planning forms, PLC notes, lesson plan documentation, and data from classroom walk throughs will display evidences of both staff and student growth.	5/26/2017 weekly
G1.B2.S1.MA1 M314270	Administrative team will provide teachers with feedback, review lesson plans, attend common...	Despenza, Britt	8/15/2016	Lesson plans, common planning agendas, Marzano iObservation tool	5/26/2017 weekly
G1.B2.S1.MA1 M314271	To monitor and support the fidelity of implementation, informal and formal observations will be...	Johnson, Andrea	8/15/2016	Common planning agendas, lesson plan documentation, and iObservation documentation	5/26/2017 weekly
G1.B2.S1.A1 A307896	Leadership team and district content coaches will facilitate professional development during...	Backherms, Cara	8/15/2016	Common planning form, PLC notes along with classroom informal and formal observations will be used as evidence that teachers are deconstructing standards. Coaching	5/26/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				logs will also be used to show discussions about deconstructed standards.	
G1.B2.S1.A2 A307897	Leadership team with district coaches will support teachers with collaborative planning to use the...	Backherms, Cara	8/15/2016	Common planning form, PLC notes along with classroom informal and formal observations will be used as evidence that teachers are deconstructing standards. Coaching logs will also be used to reflect discussions about deconstructed standards.	5/26/2017 weekly
G2.B1.S1.A1 A307898	The MTSS Team will provide quarterly professional developments for teachers on how to effectively...	Diaz, Karen	8/15/2016	Administration will attend professional development, sign in sheets, and exit slips.	5/26/2017 quarterly
G2.B1.S1.A2 A307899	The MTSS team will conduct monthly checks of progress monitoring graphs from data collected.	Diaz, Karen	8/15/2016	Administration and MTSS team will review teacher's graphs and provide feedback.	5/26/2017 monthly
G2.B2.S1.A1 A307900	Conduct bi-weekly grade level meetings to check progress monitoring data to ensure it is completed...	Diaz, Karen	8/15/2016	Progress monitoring graphs, data, and lesson plans	5/26/2017 biweekly
G2.B2.S1.A2 A307901	The MTSS team and teachers will monitor data graphs of Tier II and Tier III students.	Diaz, Karen	8/15/2016	Progress monitoring graphs and data	5/26/2017 monthly
G2.B1.S1.MA1 M314274	Administrators will participate in weekly data meetings to facilitate discussions. This will help...	Despenza, Britt	8/15/2016	Weekly data meetings, lesson plan documentation, and progress monitoring graphs will display evidences of both staff and student growth.	5/29/2017 monthly

V. Professional Development Opportunities

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

G1. Student achievement will increase across content areas by teachers implementing rigorous standards based instruction.

G1.B1 Teachers are unable to develop classroom activities that effectively align to the rigor of the Florida State Standards.

G1.B1.S1 Administration, instructional coaches and district coaches will provide support to teachers by providing professional development on standards based instruction.

PD Opportunity 1

Administration, instructional coaches and district support staff will provide professional development on standards based instruction and best pedagogical practices to all staff members. They will focus on all grade levels across content areas. Additionally, instructional coaches will model lessons for teachers, view teacher lessons, and review of lesson plans. Teachers that are in still in need of support will go through the coaching cycle with the Assistant Principal. Instructional coaches will collaborate with the teacher to ensure they have a firm understanding of the content and standards.

Facilitator

Content specific instructional coaches-Cara Backherms, Lakisha McDowell

Participants

All Instructional Staff

Schedule

Weekly, from 8/15/2016 to 5/26/2017

PD Opportunity 2

The leadership team will provide the opportunity for content specific collaborative planning sessions three times a week with school based coach and district support. During planning teachers will discuss the deconstructed standards as well as select instructional strategies for the delivery of rigorous lessons.

Facilitator

Content specifc instructional coaches-Cara Backherms, Lakisha McDowell

Participants

All Instructional Staff

Schedule

Weekly, from 8/15/2016 to 5/26/2017

G1.B2 Teachers are unfamiliar with the full intentions of the Florida State Standards including all parts of the content standard, content limits and item types.

G1.B2.S1 Teachers will become more familiar with the full intent of the Florida State Standards to help determine what strategies and what content needs to be addressed in the classroom to impact student achievement.

PD Opportunity 1

Leadership team and district content coaches will facilitate professional development during planning on deconstructing standards for all content areas to better understand the standards including content limits and item types. Teachers will also teach the lesson to their colleagues during collaborative planning to ensure all teachers understand the full intent of the standard.

Facilitator

Content specific coaches-Cara Backherms, Lakisha McDowell

Participants

Instructional Staff

Schedule

Weekly, from 8/15/2016 to 5/26/2017

PD Opportunity 2

Leadership team with district coaches will support teachers with collaborative planning to use the deconstructed standards to develop lessons that meet the intended depth of the standard.

Facilitator

Content specific coaches-Cara Backherms, Lakisha McDowell

Participants

Instructional Staff

Schedule

Weekly, from 8/15/2016 to 5/26/2017

G2. Student achievement will increase when the MTSS framework is implemented with fidelity.

G2.B1 Teachers do not have a clear understanding of how to interpret, analyze, or graph the data collected from progress monitoring to improve student achievement.

G2.B1.S1 Professional development on how to effectively analyze, interpret, and graph data collected from progress monitoring.

PD Opportunity 1

The MTSS Team will provide quarterly professional developments for teachers on how to effectively graph, analyze, and interpret progress monitoring data to improve student achievement. To ensure teachers are making the proper adjustments to instruction, instructional coaches, principal and the MTSS team will monitor data and classroom instruction.

Facilitator

Karen Diaz, Lovelle Wright, Lakisha McDowell, LaTonya Harden

Participants

All instructional staff

Schedule

Quarterly, from 8/15/2016 to 5/26/2017

VI. Technical Assistance Items

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

VII. Budget

1	**G1.B1.S1.A1**	**Administration, instructional coaches and district support staff will provide professional development on standards based instruction and best pedagogical practices to all staff members. They will focus on all grade levels across content areas. Additionally, instructional coaches will model lessons for teachers, view teacher lessons, and review of lesson plans. Teachers that are in still in need of support will go through the coaching cycle with the Assistant Principal. Instructional coaches will collaborate with the teacher to ensure they have a firm understanding of the content and standards.**				**$16,933.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0236 - Eagles Nest Elementary	Title I, Part A		$100.00
			Notes: 10 Marks Math Training			
			0236 - Eagles Nest Elementary	Title I, Part A		$16,833.00
			Notes: Acaletics Math Program			
2	**G1.B1.S1.A2**	**The leadership team will provide the opportunity for content specific collaborative planning sessions three times a week with school based coach and district support. During planning teachers will discuss the deconstructed standards as well as select instructional strategies for the delivery of rigorous lessons.**				**$0.00**
3	**G1.B2.S1.A1**	**Leadership team and district content coaches will facilitate professional development during planning on deconstructing standards for all content areas to better understand the standards including content limits and item types. Teachers will also teach the lesson to their colleagues during collaborative planning to ensure all teachers understand the full intent of the standard.**				**$0.00**
4	**G1.B2.S1.A2**	**Leadership team with district coaches will support teachers with collaborative planning to use the deconstructed standards to develop lessons that meet the intended depth of the standard.**				**$9,510.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0236 - Eagles Nest Elementary	General Fund		$1,836.00
			Notes: Science Coach			
			0236 - Eagles Nest Elementary	General Fund		$5,228.00
			Notes: Ready Florida LAFS supplemental workbooks			
			0236 - Eagles Nest Elementary	Title I, Part A		$2,446.00
			Notes: National Geographic Magazine			

5	**G2.B1.S1.A1**	**The MTSS Team will provide quarterly professional developments for teachers on how to effectively graph, analyze, and interpret progress monitoring data to improve student achievement. To ensure teachers are making the proper adjustments to instruction, instructional coaches, principal and the MTSS team will monitor data and classroom instruction.**				**$18,928.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0236 - Eagles Nest Elementary	Title I, Part A		$10,021.00
			Notes: Voyager Passport comprehensive intervention (K-5) program.			
			0236 - Eagles Nest Elementary	Title I, Part A		$2,910.00
			Notes: Journey's Write-In Readers (1-5)			
			0236 - Eagles Nest Elementary	Title I, Part A		$5,997.00
			Notes: Early Interventions In Reading (EIR)			
6	**G2.B1.S1.A2**	**The MTSS team will conduct monthly checks of progress monitoring graphs from data collected.**				**$0.00**
7	**G2.B2.S1.A1**	**Conduct bi-weekly grade level meetings to check progress monitoring data to ensure it is completed accurately.**				**$0.00**
8	**G2.B2.S1.A2**	**The MTSS team and teachers will monitor data graphs of Tier II and Tier III students.**				**$0.00**
					Total:	**$45,371.00**