

2013-2014 SCHOOL IMPROVEMENT PLAN

Engelwood Elementary
900 ENGEL DR
Orlando, FL 32807
407-249-6340

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 100%
Alternative/ESE Center No	Charter School No	Minority Rate 94%

School Grades History

2013-14 A	2012-13 C	2011-12 D	2010-11 C	2009-10 C
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

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-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Engelwood Elementary

Principal

Dr. Rahim Jones

School Advisory Council chair

Segundo Zapatier

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Karen Verano	Dean
Matthew Hendricks	CRT
Carolina Cardenas	Staffing/CCT
Martha Lagatta	Reading Coach
Kimberly Beckler	Guidance

District-Level Information

District

Orange

Superintendent

Dr. Barbara M Jenkins

Date of school board approval of SIP

1/28/2014

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The majority of the Engelwood Elementary SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served. The SAC Chairman for 2013-2014 is Segundo Zapaier.

Involvement of the SAC in the development of the SIP

The school advisory council shall assist in the preparation and evaluation of the school improvement plan required pursuant to s. 1001.42(18). Dr. Jones presented last year's data at the September 2013 SAC meeting to begin the discussion of planning for the 2013-2014 school year. The school based leadership team will offer instructional support during the planning sessions.

Activities of the SAC for the upcoming school year

The SAC will meet monthly to review and monitor the implementation of the SIP. Through these review sessions the SAC will build committees in regards to the implementation. They will work in conjunction with the PTA in order to increase parent participation at Engelwood. The SAC will create and evaluate the school climate survey in order to monitor the SIP.

Projected use of school improvement funds, including the amount allocated to each project

N/A

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

1

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Dr. Rahim Jones

Principal

Years as Administrator: 10

Years at Current School: 1

Credentials

Bachelor's of Science in Primary Education
 Master's of Science in Educational Leadership
 Educational Doctorate in Educational Leadership

Performance Record

2005-2009 Aloma ES-grade of A
 2009-2011 Keene's Crossing-grade of A
 2012-2013 Engelwood Elementary moved school from an "F" to a "C"

Instructional Coaches

of instructional coaches

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Matthew Hendricks		
Part-time / District-based	Years as Coach: 0	Years at Current School: 1
Areas	Other	
Credentials	BA in English with a Minor in Elementary Education	
Performance Record	2009-2011 Keene's Crossing-grade of A 2012-2013 Engelwood Elementary moved school from an "F" to a "C"	

Martha Lagatta		
Part-time / District-based	Years as Coach:	Years at Current School: 0
Areas	Reading/Literacy	
Credentials	Elementary Education Master's Degree	
Performance Record	East Lake Elementary as the CRT and Instructional Coach the school received a school grade of an "A"	

Classroom Teachers

# of classroom teachers	40
# receiving effective rating or higher	21, 53%
# Highly Qualified Teachers	100%
# certified in-field	37, 93%
# ESOL endorsed	35, 88%
# reading endorsed	9, 23%
# with advanced degrees	11, 28%
# National Board Certified	1, 3%
# first-year teachers	2, 5%
# with 1-5 years of experience	12, 30%

with 6-14 years of experience

16, 40%

with 15 or more years of experience

10, 25%

Education Paraprofessionals**# of paraprofessionals**

8

Highly Qualified

8, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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 Dr. Jones uses are: early interviewing, grant money, strong leadership and support, a highly effective professional development program, and leadership opportunities. Dr. Jones retains highly qualified teachers by offering strong leadership and building a supportive school culture that strives to be top producers of successful students.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the 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.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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: PMRN/FAIR, teacher made common assessments, OCPs Benchmark assessments in Reading, Math, Science, and Writing, mini benchmark assessment per benchmark, intervention group assessments, and Oral Reading Fluencies. End of year: PMRN/FAIR, 2014 FCAT, CELLA, and ITBS.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

All general education teachers will provide information about core instruction, will participate in student data collection, will deliver Tier 1 instruction/intervention, will collaborate with other staff to implement Tier 2 interventions, and will integrate Tier 1 materials/instruction with Tier 2/3 activities.

The Exceptional Student Education (ESE) Teacher will participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and will collaborate with the general education teachers through such activities as co-teaching.

The CRT, Instructional Support Coach(es), Dean, and Staffing Compliance Coach 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 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 School Psychologist will participate in the collection, interpretation, and analysis of data. She will facilitate development of intervention plan, provide support for intervention fidelity and documentation, provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities for both academics and behavior.

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 works 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.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Engelwood Elementary holds weekly data meetings to review common assessment for all tiers of instruction. During this time students are moved fluently in and out of interventions depending on academic needs. If a more in depth team meeting is needed the teacher schedules a MTSS meeting with the team.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Engelwood will use a variety of data to evaluate our students and make interventions. All data will be entered into our school collaboration site data management system. Data that will be collected include the following:

Baseline data: FAIR, ITBS, 2013 Florida Comprehensive Assessment Test (FCAT), District Science Benchmark Assessments and Monthly Writing assessments, CELLA, DIBELS Next Fluency, STAR assessments, District Reading and Math Benchmark Assessments, District Mini Benchmark Assessments, Lexia and Reading Plus data, and in program intervention assessments.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

- 1.) We will continue involving faculty and staff support more actively by teaching them the MTSS Implementation Components and common language.
 - 2.) We will be collecting data (Rtl skills survey to access the level of readiness to become actively in the MTSS process.
 - 3.) 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.
 - 4.) New to Engelwood Program will have a basic introduction to MTSS for new teachers.
- The MTSS team will also evaluate additional staff PD needs during the monthly MTSS Leadership Team meetings and based on the results of our Self Assessment and the Belief Survey we will do with teachers.
- The Leadership Team will be responsible for supporting and monitoring the MTSS process at the school, using the strategies and personnel listed above and also ensuring common language and understanding as described by the Florida MTSS Components Ensuring common language and understanding document.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or 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 Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this 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.

Who is responsible for monitoring implementation of this strategy?

Mrs. Verano and Dr. Jones are responsible for the planning, implementation, and monitoring of this after school tutoring program.

Strategy: Before or After School Program

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, and American Sign Language Club.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this 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.

Who is responsible for monitoring implementation of this strategy?

Mrs. Verano is responsible for the after school club program.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Martha Lagatta	Reading Coach
Carolina Cardenas	Staffing/CCT/MTSS
Matthew Hendricks	CRT
Dr. Rahim Jones	Principal

Name	Title
Karen Verano	Dean
Megan Snow	Media Specialist

How the school-based LLT functions

The LLT meets weekly to discuss the literary needs of our school and community. During this time we review classroom walk through data and needed support for the staff. The CRT designs and monitors the professional development, the reading coach models, observes and plans weekly with teams, the MTSS coach and Dean monitors and processes Tier 2 and Tier 3 students, the media specialist teaches literacy lessons and plans community and school wide literacy programs to support the love of reading.

Major initiatives of the LLT

This year the LLT will support the staff in the implementation of the new literacy curriculum. The planning sessions will embed Marzano best practices. The team will work with staff to deconstruct CCSS to plan lessons that are rigorous for the students. The team will enhance the Accelerated Reading Program. They will offer Professional Development and track Lexia and Reading Plus computer based programs. 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. The media specialist will offer enrichment through the after school Book Club. The school will also offer extended media hours.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

The teacher at Engelwood Elementary are required to use Dufour's PLC practices. The grade level PLCs plan together during their common planning times in order for every content area to focus on continued reading improvement. The school addresses common assessments during data chats and leadership engages the teams in reflective conversation as to the results of these assessments and how they will drive further instruction. During these analysis of data chats the team can pinpoint individual student needs in reading and the correct intervention for the student.

To monitor the teacher contributions to reading improvement the principal has developed a class visitation schedule for the coaching staff and administration. These observations are used at the weekly leadership meeting to drive professional development needed for the staff to increase student achievement.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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, 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 preK 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.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	41%	44%	Yes	47%
American Indian				
Asian				
Black/African American	48%	44%	No	53%
Hispanic	40%	44%	Yes	46%
White	38%	41%	Yes	45%
English language learners	39%	40%	Yes	45%
Students with disabilities	23%	33%	Yes	30%
Economically disadvantaged	42%	44%	Yes	48%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	50	22%	25%
Students scoring at or above Achievement Level 4	44	19%	22%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	86	75%	78%
Students in lowest 25% making learning gains (FCAT 2.0)	22	78%	81%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	94	34%	37%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	62	22%	25%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	64	23%	26%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	12	19%	55%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	44%	48%	Yes	50%
American Indian				
Asian				
Black/African American	52%	28%	No	57%
Hispanic	42%	52%	Yes	48%
White	49%	35%	No	54%
English language learners	44%	47%	Yes	50%
Students with disabilities	26%	22%	No	33%
Economically disadvantaged	44%	48%	Yes	50%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	57	25%	28%
Students scoring at or above Achievement Level 4	45	20%	23%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	97	85%	88%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	23	76%	79%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	21	27%	30%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		15%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		4
Participation in STEM-related experiences provided for students	200	40%	43%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	92	18%	15%
Students retained, pursuant to s. 1008.25, F.S.	38	7%	6%
Students who are not proficient in reading by third grade	51	64%	60%
Students who receive two or more behavior referrals	11	3%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	37	7%	6%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Engelwood Elementary is working to build a relationship with its community and parents. Our goal is to support the families at Engelwood through services, parent information, and learning. The events and

strategies used through the year are in place in order to increase student achievement. The 2012-2013 school year had 50% of the families attending one or more activities during the year.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Meet the Teacher	0	50%	55%
Science Night	50	10%	20%
PTA meetings	8	1%	5%
FCAT and Curriculum Night	50	10%	25%
School Dance	77	15%	35%
Open House	100	40%	43%
Partners In Print	20	10%	13%

Goals Summary

- G1.** Each Kindergarten to fifth grade teacher at Engelwood Elementary will tutor the lowest 25% in reading once a week for 45 minutes for approximately 20 sessions.
- G2.** Each third grade through fifth grade teacher will tutor their lowest 25% in math for 45 minutes once a week.
- G3.** Engelwood will address the individual reading needs of our students during the scheduled reading intervention/enrichment block.
- G4.** Teachers will meet individual math needs during the math intervention and enrichment block scheduled two days a week. Teachers will implement the FCIM during this block of time.
- G5.** Engelwood will implement Empowering Writers in order to reach at least 55 percentage of students scoring 3.5 or higher.
- G6.** Engelwood Elementary will hire a Science Lab teacher for grades 3-5 in order to increase FCAT Science scores.
- G7.** Engelwood Elementary will increase parent involvement by 3% at each of its events through out the year.

Goals Detail

G1. Each Kindergarten to fifth grade teacher at Engelwood Elementary will tutor the lowest 25% in reading once a week for 45 minutes for approximately 20 sessions.

Targets Supported

Resources Available to Support the Goal

- The teachers will use Lexia, Reading Plus, and FCRR materials to offer direct instruction lesson to the small group.

Targeted Barriers to Achieving the Goal

- Poor attendance would be a barrier that would affect student performance.
- Student motivation would affect student performance.

Plan to Monitor Progress Toward the Goal

Students will increase reading abilities as measured by assessments.

Person or Persons Responsible

Dr. Rahim Jones and Karen Verano

Target Dates or Schedule:

Monthly

Evidence of Completion:

Teacher lesson plan check, walk throughs, and data analysis of Lexia and Reading Plus reports. Also analysis of Tier 1 and Tier 2 data housed on the School Collaboration Site.

G2. Each third grade through fifth grade teacher will tutor their lowest 25% in math for 45 minutes once a week.

Targets Supported

Resources Available to Support the Goal

- The teachers will use a new math program called DreamBox. They will also use the data from the benchmark assessments in order to drive the instruction.

Targeted Barriers to Achieving the Goal

- Student attendance would be a barrier to overcome.

Plan to Monitor Progress Toward the Goal

Students will increase math content knowledge of grade level benchmarks.

Person or Persons Responsible

Administration and Dean

Target Dates or Schedule:

Thursdays from 3:15-4:00

Evidence of Completion:

We will monitor using District Benchmark Mini Assessments, Benchmark Assessments and data from DreamBox.

G3. Engelwood will address the individual reading needs of our students during the scheduled reading intervention/enrichment block.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal

- To meet the needs of Tier 2 reading instruction we will use Early Interventions in Reading, Reading Mastery, Corrective Reading, Lexia, Reading Plus, and FCRR lessons.

Targeted Barriers to Achieving the Goal

- Teachers knowledge to pinpoint student reading deficiencies and to build effective lessons.

Plan to Monitor Progress Toward the Goal

Teachers will record Tier 1 and Tier 2 data on the School Collaboration Site. This data will include DIBELS Next for grades 3 through 5, FAIR for grades Kindergarten through 2, in program assessments, District Benchmark tests, Lexia and Reading Plus data. The data teams will use this data to determine progress toward district progression standards.

Person or Persons Responsible

Reading Coach, Administration, CRT, and Dean

Target Dates or Schedule:

Weekly data chats, weekly walk throughs, evaluations, and planning sessions.

Evidence of Completion:

The administration will take notes during data chats about the individual progress of the students. There should be an overall increase from Benchmark 1 to Benchmark 2 assessments.

G4. Teachers will meet individual math needs during the math intervention and enrichment block scheduled two days a week. Teachers will implement the FCIM during this block of time.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal

- Teachers will use the FCAT test specifications in order to design the FCIM needed. Teachers will need math manipulatives in order to offer concrete models for students.

Targeted Barriers to Achieving the Goal

- Teachers have different levels of expertise in lesson design.

Plan to Monitor Progress Toward the Goal

The teachers will use the district benchmark assessment in order to drive instruction and monitor using the district mini assessments per benchmark. The team will use the MTSS decision making procedures.

Person or Persons Responsible

CRT, Dean, Principal

Target Dates or Schedule:

The data will be analyzed and reviewed weekly during data chats.

Evidence of Completion:

The teachers will monitor with district benchmark mini assessments and the midyear district math benchmark assessment.

G5. Engelwood will implement Empowering Writers in order to reach at least 55 percentage of students scoring 3.5 or higher.

Targets Supported

- Writing

Resources Available to Support the Goal

- Empowering Writers curriculum was bought by the East Learning Community.

Targeted Barriers to Achieving the Goal

- Varying abilities of the teaching staff.

Plan to Monitor Progress Toward the Goal

Writing will be monitored weekly with the formative class assessments as well as monthly Orange Writes prompts.

Person or Persons Responsible

Administration and Reading Coach

Target Dates or Schedule:

Data chats for writing will occur monthly.

Evidence of Completion:

Student increase in writing ability as measured by 2014 FCAT Writes.

G6. Engelwood Elementary will hire a Science Lab teacher for grades 3-5 in order to increase FCAT Science scores.

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

- To accomplish this the school will need a teacher and professional development for the individual.

Targeted Barriers to Achieving the Goal

- Engelwood Elementary has a large ESOL population which struggles with the science content vocabulary.

Plan to Monitor Progress Toward the Goal

Engelwood Elementary will increase the 2014 FCAT Science scores by 3%.

Person or Persons Responsible

Math and Science Coach, Teachers, and Administration

Target Dates or Schedule:

The end of 2013-2014 school year.

Evidence of Completion:

2014 FCAT Science scores for student included in the school grade calculation.

G7. Engelwood Elementary will increase parent involvement by 3% at each of its events through out the year.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Engelwood Elementary will hire an Parental Involvement Coordinator to offer services, information, and education to Engelwood as well as surrounding schools.

Targeted Barriers to Achieving the Goal

- A barrier will be language.

Plan to Monitor Progress Toward the Goal

Engelwood Elementary will increase parent involvement by 3% at each of its events through out the year.

Person or Persons Responsible

Guidance Counselor and Administration

Target Dates or Schedule:

This will be measured after each event throughout the year.

Evidence of Completion:

At the end of the 2013-2014 school year the data will be compared to the previous year.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Each Kindergarten to fifth grade teacher at Engelwood Elementary will tutor the lowest 25% in reading once a week for 45 minutes for approximately 20 sessions.

G1.B1 Poor attendance would be a barrier that would affect student performance.

G1.B1.S1 Teachers will take daily attendance at tutoring sessions. Parents sign a contract at the beginning of tutoring understanding the attendance policy in order to continue in the tutoring program.

Action Step 1

Teachers take attendance on the provided tracking sheet. If the student misses a session they send home the attendance contract reminder to the parent.

Person or Persons Responsible

Teachers monitor during tutoring session and notify the Dean if someone has violated the contract.

Target Dates or Schedule

Each time a tutoring session is held attendance is taken.

Evidence of Completion

Tutoring attendance sheets and contracts signed by the parent.

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

The Dean will check attendance bi-weekly by viewing the tutoring attendance sheets.

Person or Persons Responsible

Dean

Target Dates or Schedule

Every two weeks the tutoring attendance will be checked.

Evidence of Completion

The Dean will keep a log of the attendance data collected.

Plan to Monitor Effectiveness of G1.B1.S1

The increased monitoring and parent contract will increase the effectiveness of the overall learning.

Person or Persons Responsible

Dean

Target Dates or Schedule

The effectiveness will be monitored at the end of the tutoring sessions.

Evidence of Completion

Attendance data and student achievement based on Benchmark assessments, DIBELS, Lexia and Reading Plus should show increases.

G1.B2 Student motivation would affect student performance.

G1.B2.S1 Teachers will work to build relationships with the small group of students during tutoring in order to increase motivation. They will also hold monthly data chats with the students to review progress.

Action Step 1

Teachers will have small groups of tutoring students. They will hold monthly data chats with the students to review their progress and set goals.

Person or Persons Responsible

Teachers and the Dean will monitor.

Target Dates or Schedule

Teachers will hold monthly data chats to review progress.

Evidence of Completion

Teachers and students will fill out the goal sheet and keep them in the tutoring binder.

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2. Each third grade through fifth grade teacher will tutor their lowest 25% in math for 45 minutes once a week.

G2.B1 Student attendance would be a barrier to overcome.

G2.B1.S1 Teachers will take daily attendance and have parents sign the contract regarding attendance.

Action Step 1

Teachers will send home the tutoring contracts to the parents and take attendance.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Every Thursday during math tutoring

Evidence of Completion

Attendance will be taking in weekly tutoring log.

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

The tutoring attendance will be tracked.

Person or Persons Responsible

Dr. Rahim Jones and Dean

Target Dates or Schedule

Monthly

Evidence of Completion

Teachers keep attendance in the tutoring notebooks.

Plan to Monitor Effectiveness of G2.B1.S1

To measure effectiveness the attendance will be collected and math benchmark data will be review.

Person or Persons Responsible

Dean and Math and Science Coach

Target Dates or Schedule

Monthly

Evidence of Completion

The tutoring attendance sheets and contracts will be collected.

G3. Engelwood will address the individual reading needs of our students during the scheduled reading intervention/enrichment block.

G3.B1 Teachers knowledge to pinpoint student reading deficiencies and to build effective lessons.

G3.B1.S1 Leadership will meet with teachers weekly to lesson plan and review data in order to support teachers in the plan, do, check, act model.

Action Step 1

Leadership will hold weekly data meetings to review current common assessments and plan instruction.

Person or Persons Responsible

Administration and Reading Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Administration will review lesson plans, complete observations, and review assessment data.

Plan to Monitor Fidelity of Implementation of G3.B1.S1

The leadership will hold a weekly data meetings to support teachers in pinpointing reading needs.

Person or Persons Responsible

Administration and Reading Coach

Target Dates or Schedule

weekly

Evidence of Completion

Agendas and emails of data meeting instruction.

Plan to Monitor Effectiveness of G3.B1.S1

Leadership will complete informal and peer observations as well as data analysis to ensure effective lessons are being delivered.

Person or Persons Responsible

Administration, Reading Coach, and Leadership

Target Dates or Schedule

Weekly

Evidence of Completion

Each class will keep their Tier 1 assessment data on the School Collaboration Site. This data will have class averages for each assessment for easy monitoring. I-Observation data will be used to monitor effectiveness.

G4. Teachers will meet individual math needs during the math intervention and enrichment block scheduled two days a week. Teachers will implement the FCIM during this block of time.

G4.B1 Teachers have different levels of expertise in lesson design.

G4.B1.S1 The coaching staff will support the grade levels PLCs during daily planning session in order to support lesson design.

Action Step 1

Teachers will plan together as a PLC using the District planning template. Coaching staff will support this process.

Person or Persons Responsible

Math and Science Coach

Target Dates or Schedule

weekly

Evidence of Completion

Observations of planned lessons, and reports at the weekly leadership meeting.

Facilitator:

District STEM personnel

Participants:

All teachers and staff.

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Coaching support during planning sessions.

Person or Persons Responsible

Administration and Leadership

Target Dates or Schedule

weekly

Evidence of Completion

Leadership and Administration will conduct i-Observation informal evaluations and peer observations to ensure effective lessons are being implemented.

Plan to Monitor Effectiveness of G4.B1.S1

The grade level planning sessions and coaching support will increase student achievement in math.

Person or Persons Responsible

Math and Science Coach and Administration

Target Dates or Schedule

Beginning, Middle and End of the year

Evidence of Completion

Learning gains and students achieving high standards in math on 2014 Math FCAT will increase by 3%.

G5. Engelwood will implement Empowering Writers in order to reach at least 55 percentage of students scoring 3.5 or higher.

G5.B1 Varying abilities of the teaching staff.

G5.B1.S1 Professional development for FCAT rubric scoring.

Action Step 1

Professional development on the FCAT style writing rubric

Person or Persons Responsible

CRT

Target Dates or Schedule

First quarter

Evidence of Completion

sign in sheet of attendance

Facilitator:

District

Participants:

Nicolas, Sanchez

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Teachers use the FCAT Writing Rubric to score monthly writing prompts. These papers are checked monthly.

Person or Persons Responsible

Administration and Reading Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Scores are reported on the School Collaboration Site and discussed at a monthly data meeting.

Plan to Monitor Effectiveness of G5.B1.S1

Fourth Grade teachers will effectively score FCAT writing samples

Person or Persons Responsible

Reading Coach and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

The District Writing assessment called Orange Writes and review by the Reading Coach.

G5.B1.S2 Professional development planning day for fourth grade teachers.

Action Step 1

Fourth grade teachers will attend a full day of writing planning to provide focus for the year.

Person or Persons Responsible

Fourth grade teaches, Reading Coach, CRT, Administration

Target Dates or Schedule

Monday, September 23rd

Evidence of Completion

Sign in sheet for Professional Development points

Facilitator:

Lawton Chiles CRT and Engelwood Reading Coach

Participants:

Fourth grade teachers from Lawton Chiles and Engelwood

Plan to Monitor Fidelity of Implementation of G5.B1.S2

Administration from both schools will observe the day of planning.

Person or Persons Responsible

Administration and Reading Coach

Target Dates or Schedule

Monday, Sept. 23rd

Evidence of Completion

Administrative observation and a focus calendar for the team

Plan to Monitor Effectiveness of G5.B1.S2

Fourth grade teachers will use the focus plan to guide writing lessons up to FCAT Writes.

Person or Persons Responsible

Reading Coach and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Evidence of effectiveness will be shown through observations and Orange Writes data and finally through 2014 FCAT Writing Data.

G5.B1.S3 Professional development supported by Core Curriculum. One day of training and 3 days of modeled lessons.

Action Step 1

Core Curriculum will provide one day of writing training and three days of modeling support to all fourth grade teachers.

Person or Persons Responsible

CRT and Reading Coach

Target Dates or Schedule

10/7/13, 11/18/13, 1/8/14, 2/4/13

Evidence of Completion

The teachers will have a sign in sheet for days and the Administration will observe.

Facilitator:

Core Connections

Participants:

All fourth grade teachers and the Reading Coach.

Plan to Monitor Fidelity of Implementation of G5.B1.S3

Staff will monitor the visits by Core Connections.

Person or Persons Responsible

Administration and the Reading Coach

Target Dates or Schedule

October through February

Evidence of Completion

Observation of the visits occurring

Plan to Monitor Effectiveness of G5.B1.S3

The professional development offered by Core Connections will be measured by ongoing assessments and the 2014 FCAT Writing.

Person or Persons Responsible

Reading Coach and Administration

Target Dates or Schedule

monthly

Evidence of Completion

Evidence of effectiveness will be collected using Orange Writes and the 2014 FCAT Writing.

G6. Engelwood Elementary will hire a Science Lab teacher for grades 3-5 in order to increase FCAT Science scores.

G6.B1 Engelwood Elementary has a large ESOL population which struggles with the science content vocabulary.

G6.B1.S1 The Science Lab teacher will increase understanding for the ESOL students by using hands on materials, graphic organizers, and offering lessons with a heavy concentration on content vocabulary.

Action Step 1

The Science Lab teacher will support grades 3-5 by providing Science Labs to support the benchmarks.

Person or Persons Responsible

Science Lab Teacher

Target Dates or Schedule

Grades 3 through 5 will be offered labs weekly.

Evidence of Completion

The district quarterly science assessment will be used to monitor benchmark knowledge.

Facilitator:

Math and Science Coach will plan with the Science Lab teacher and the grade level teams in order to provide lesson design that will meet the needs of the students based on the test item specifications and the benchmarks.

Participants:

Grade 3 through 5 and the Science Lab teacher.

Action Step 2

The Science Lab teacher will be trained in Thinking Maps to support the ELL students.

Person or Persons Responsible

Karen Verano

Target Dates or Schedule

October, 2013

Evidence of Completion

iObservation peer and information evaluations will show use of Thinking Maps.

Plan to Monitor Fidelity of Implementation of G6.B1.S1

The leadership team will lesson plan with the Science Lab teacher as well as observe lessons being delivered. The Marzano evaluation rubric will be used to support fidelity.

Person or Persons Responsible

Math and Science Coach and Administrative Staff

Target Dates or Schedule

Weekly

Evidence of Completion

Observation data, lesson plans, student benchmark data and evaluations will show evidence of ESOL strategies being used in lesson delivery.

Plan to Monitor Effectiveness of G6.B1.S1

Leadership will use quarterly benchmark data to monitor effectiveness.

Person or Persons Responsible

Math and Science Coach and Administrative Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Leadership will provide notes from the quarterly data meeting.

G7. Engelwood Elementary will increase parent involvement by 3% at each of its events through out the year.

G7.B1 A barrier will be language.

G7.B1.S1 Engelwood will attempt to hire a bilingual employee for this position and will send all information in both languages.

Action Step 1

Administration and the Director, Title I will hire the employee for the position.

Person or Persons Responsible

Administration

Target Dates or Schedule

October, 2013

Evidence of Completion

Employee on staff.

Plan to Monitor Fidelity of Implementation of G7.B1.S1

Administration will go through the district hiring process for interviewing.

Person or Persons Responsible

Administration

Target Dates or Schedule

October, 2013

Evidence of Completion

Parent Involvement Coordinator on staff.

Plan to Monitor Effectiveness of G7.B1.S1

This individual will support and encourage parent involvement as shown by the data collected at each event.

Person or Persons Responsible

Guidance Counselor

Target Dates or Schedule

ongoing

Evidence of Completion

The Parental Involvement Coordinator collect parent participation data to compare to the 2012-2013 data.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Engelwood is a Title I school and we received money for the 2013-2014 school year to spend on implementing our school improvement goals. This year Title I money is being spent on a science lab 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, a media specialist, substitutes for the teachers to attend professional development, busses 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 everyday. 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 near by schools. Lastly, Title I dollars will pay for adult English classes for the community.

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 OCPS 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. We also receive Pathways Thinking Maps from Title III dollars to help teachers support ESOL students through the use of graphic organizers.

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, bussing 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 October through April for 20 sessions. 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" which includes 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 4 relocatable portables. Our Speech and Language Clinician works with the 3 and 4 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 FCAT, the Incredible Years Parenting skills program and families building better readers. Engelwood also offers evening classes to learn English.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G4. Teachers will meet individual math needs during the math intervention and enrichment block scheduled two days a week. Teachers will implement the FCIM during this block of time.

G4.B1 Teachers have different levels of expertise in lesson design.

G4.B1.S1 The coaching staff will support the grade levels PLCs during daily planning session in order to support lesson design.

PD Opportunity 1

Teachers will plan together as a PLC using the District planning template. Coaching staff will support this process.

Facilitator

District STEM personnel

Participants

All teachers and staff.

Target Dates or Schedule

weekly

Evidence of Completion

Observations of planned lessons, and reports at the weekly leadership meeting.

G5. Engelwood will implement Empowering Writers in order to reach at least 55 percentage of students scoring 3.5 or higher.

G5.B1 Varying abilities of the teaching staff.

G5.B1.S1 Professional development for FCAT rubric scoring.

PD Opportunity 1

Professional development on the FCAT style writing rubric

Facilitator

District

Participants

Nicolas, Sanchez

Target Dates or Schedule

First quarter

Evidence of Completion

sign in sheet of attendance

G5.B1.S2 Professional development planning day for fourth grade teachers.

PD Opportunity 1

Fourth grade teachers will attend a full day of writing planning to provide focus for the year.

Facilitator

Lawton Chiles CRT and Engelwood Reading Coach

Participants

Fourth grade teachers from Lawton Chiles and Engelwood

Target Dates or Schedule

Monday, September 23rd

Evidence of Completion

Sign in sheet for Professional Development points

G5.B1.S3 Professional development supported by Core Curriculum. One day of training and 3 days of modeled lessons.

PD Opportunity 1

Core Curriculum will provide one day of writing training and three days of modeling support to all fourth grade teachers.

Facilitator

Core Connections

Participants

All fourth grade teachers and the Reading Coach.

Target Dates or Schedule

10/7/13, 11/18/13, 1/8/14, 2/4/13

Evidence of Completion

The teachers will have a sign in sheet for days and the Administration will observe.

G6. Engelwood Elementary will hire a Science Lab teacher for grades 3-5 in order to increase FCAT Science scores.

G6.B1 Engelwood Elementary has a large ESOL population which struggles with the science content vocabulary.

G6.B1.S1 The Science Lab teacher will increase understanding for the ESOL students by using hands on materials, graphic organizers, and offering lessons with a heavy concentration on content vocabulary.

PD Opportunity 1

The Science Lab teacher will support grades 3-5 by providing Science Labs to support the benchmarks.

Facilitator

Math and Science Coach will plan with the Science Lab teacher and the grade level teams in order to provide lesson design that will meet the needs of the students based on the test item specifications and the benchmarks.

Participants

Grade 3 through 5 and the Science Lab teacher.

Target Dates or Schedule

Grades 3 through 5 will be offered labs weekly.

Evidence of Completion

The district quarterly science assessment will be used to monitor benchmark knowledge.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Each Kindergarten to fifth grade teacher at Engelwood Elementary will tutor the lowest 25% in reading once a week for 45 minutes for approximately 20 sessions.	\$11,000
G7.	Engelwood Elementary will increase parent involvement by 3% at each of its events through out the year.	\$58
Total		\$11,058

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Total
Title I	\$11,058	\$11,058
Total	\$11,058	\$11,058

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Each Kindergarten to fifth grade teacher at Engelwood Elementary will tutor the lowest 25% in reading once a week for 45 minutes for approximately 20 sessions.

G1.B2 Student motivation would affect student performance.

G1.B2.S1 Teachers will work to build relationships with the small group of students during tutoring in order to increase motivation. They will also hold monthly data chats with the students to review progress.

Action Step 1

Teachers will have small groups of tutoring students. They will hold monthly data chats with the students to review their progress and set goals.

Resource Type

Personnel

Resource

All teachers in grades K-5 hired for one hour per week.

Funding Source

Title I

Amount Needed

\$11,000

G7. Engelwood Elementary will increase parent involvement by 3% at each of its events through out the year.

G7.B1 A barrier will be language.

G7.B1.S1 Engelwood will attempt to hire a bilingual employee for this position and will send all information in both languages.

Action Step 1

Administration and the Director, Title I will hire the employee for the position.

Resource Type

Personnel

Resource

Hire Parent Coordinator

Funding Source

Title I

Amount Needed

\$58