

Orange County Public Schools

Tildenville Elementary



2021-22 Schoolwide Improvement Plan

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Tildenville Elementary

1221 BRICK RD, Winter Garden, FL 34787

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

Demographics

Principal: Agathe Alvarez

Start Date for this Principal: 7/29/2014

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	68%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (65%) 2017-18: B (61%) 2016-17: C (53%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	61%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	68%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	B

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

To ensure every student has a promising and successful future.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Alvarez, Agathe	Principal	instructional leader facilitates data driven decision making parent communication leader student scheduling purchasing coordinator
Dolfi, Bryan	Other	Testing Coordinator MTSS Coach Skyward Captain Support 5th grade PD facilitator and in-service points records Tutoring coordinator
Clemonshager, Julie	Magnet Coordinator	Media Specialist Dual Language Coordinator Digital device facilitator support K & 1 school calendar & morning announcements website coordinator textbooks
Pankonin, Christine	Instructional Coach	Coaching support support 3rd & 4th curriculum support field trips student contests - oration, bee, etc NEHS, Safety Patrols mentor program coordinator teacher recertification title IX coordinator
Trampe, Regan	Staffing Specialist	Staffing Specialist ELL Compliance Specialist 504 compliance SAC support 2nd & specials

Demographic Information

Principal start date

Tuesday 7/29/2014, Agathe Alvarez

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school

41

Total number of students enrolled at the school

554

Identify the number of instructional staff who left the school during the 2020-21 school year.

6

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

7

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	75	109	103	81	76	80	0	0	0	0	0	0	0	524
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency	0	0	8	16	12	16	0	0	0	0	0	0	0	52

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

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

The number of students identified as retainees:

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

Date this data was collected or last updated

Friday 8/20/2021

2020-21 - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

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

2020-21 - Updated**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	2	0	0	0	0	0	0	0	0	2	
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	0	0	0	0	0	0	0	0	1	

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

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

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis**School Data Review**

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				66%	57%	57%	64%	56%	56%
ELA Learning Gains				63%	58%	58%	62%	55%	55%
ELA Lowest 25th Percentile				67%	52%	53%	41%	48%	48%
Math Achievement				71%	63%	63%	73%	63%	62%
Math Learning Gains				67%	61%	62%	72%	57%	59%
Math Lowest 25th Percentile				48%	48%	51%	56%	46%	47%
Science Achievement				73%	56%	53%	59%	55%	55%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	67%	55%	12%	58%	9%
Cohort Comparison						
04	2021					
	2019	58%	57%	1%	58%	0%
Cohort Comparison		-67%				
05	2021					
	2019	66%	54%	12%	56%	10%
Cohort Comparison		-58%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	65%	62%	3%	62%	3%
Cohort Comparison						
04	2021					
	2019	63%	63%	0%	64%	-1%
Cohort Comparison		-65%				
05	2021					
	2019	81%	57%	24%	60%	21%
Cohort Comparison		-63%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	73%	54%	19%	53%	20%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Tildenville use the iReady Diagnostic Assessment in reading and math to progress monitor students in all grade levels, K-5. For science, we use the 5th Grade Science PMAs to progress monitor.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	47	56	73
	Economically Disadvantaged	27	38	59
	Students With Disabilities	33	0	50
	English Language Learners	17	25	44
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	47	42	66
	Economically Disadvantaged	24	35	51
	Students With Disabilities	0	13	0
	English Language Learners	11	21	39

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	37	57	65
	Economically Disadvantaged	26	47	63
	Students With Disabilities	10	0	13
	English Language Learners	24	25	42
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	13	38	58
	Economically Disadvantaged	5	26	50
	Students With Disabilities	0	13	13
	English Language Learners	16	21	38
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	55	63	74
	Economically Disadvantaged	27	35	50
	Students With Disabilities	0	33	0
	English Language Learners	9	42	45
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	16	47	60
	Economically Disadvantaged	0	19	54
	Students With Disabilities	0	0	33
	English Language Learners	0	42	36

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	40	57	62
	Economically Disadvantaged	3	9	22
	Students With Disabilities	0	0	0
	English Language Learners	0	17	33
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	32	48	64
	Economically Disadvantaged	3	0	6
	Students With Disabilities	0	0	0
	English Language Learners	0	11	33
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	46	60	64
	Economically Disadvantaged	32	42	53
	Students With Disabilities	0	0	28
	English Language Learners	0	13	25
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	50	55	67
	Economically Disadvantaged	3	3	14
	Students With Disabilities	0	0	28
	English Language Learners	6	13	31
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	55	62	63
	Economically Disadvantaged	46	42	51
	Students With Disabilities	0	14	0
	English Language Learners	13	6	19

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	13			20							
ELL	27	29		36	27		13				
BLK	71	69		62	77		58				
HSP	57	65	20	59	63		58				
WHT	71	50		69	71		77				
FRL	51	53	20	52	58	40	47				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	21	50	56	46	53	47					
ELL	37	50	64	74	71	69	63				
BLK	62	68	83	55	68	50	58				
HSP	64	60	58	78	67	52	72				
WHT	71	64	64	72	68	40	83				
FRL	56	57	67	62	64	53	59				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	8	16	7	22	50	54					
ELL	46	55	39	70	59	42	40				
BLK	53	52		58	64		45				
HSP	63	64	40	76	74	44	59				
WHT	69	63		76	73		67				
FRL	62	63	39	70	70	54	52				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	57
Total Points Earned for the Federal Index	432
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	17
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	32
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	67
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	54
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	68
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

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

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

As a school, we went from an "A" to a "B". We decreased by 11% from the previous school year. The most significant decrease is in our learning gains of the bottom quartile in both ELA and Math. The decrease was across all grade levels and subject areas.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on the progress monitoring and the data we collected, the greatest need is helping our Tigers become more proficient with math, specifically word problems and math facts. In reviewing the walkthrough data/feedback, the delivery of the instruction, as well as the teacher has a better understanding of what the standard is requiring of the Tigers, shows are greatest areas of improvement.

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

We will be using a variety of programs/incentives to help the Tigers learn their math facts including Reflex Math and our Math Champions weekly challenge. We will be refocusing on using the Close Reading Strategies with our word problems as well as making sure that the math vocabulary is building and growing with interactive notebooks. Teachers are also attending IMPACT training to develop a deeper understanding of the standards.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Our science score showed the most improvement in comparison to the 2019 state assessments. The teachers were able to provide hands-on science experiences in every grade level which, in turn, helped not just the fifth grade grow, but our school as a whole.

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

We implemented STEM activities across grade levels. The lessons were interactive and engaging for our Tigers. We also provided a Saturday Enrichment camp that was open to all third to fifth-grade students. The camp was science-focused and incorporated Everglades lessons and most importantly, the lessons were hands-on every time.

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

We will be using the accelerated tutoring model for our after-school tutoring program, being exposed to the standards and concepts before the unit being taught in class will help to build some background knowledge, stamina, and front-loading of vocabulary. Our paraprofessionals will be trained in using SIPPS and SIPPS Plus for consistency in interventions across grade levels and to meet the specific needs of our Tigers. As a school, we will be making sure that our students can use the Close Reading strategies to help them better understand all text across all subject areas. We are using Reflex Math and Math Champions Challenge as an incentive tool to help our Tigers become fluent in their math facts. our biggest focus will be small group teacher led instruction in reading and math to give the Tigers focused

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

We will be focusing on the academic needs of our teachers as well as their social-emotional needs. This will trickle down to our Tigers. The teachers will continue to be trained on the CASEL Competencies and the new SEL Curated Resources curriculum. We will provide professional development on the five CASEL Core Competencies and focus on one each month, starting with Relationship Building. We are trying out different structures in order to make our PLCs more effective and using the district walkthrough template to monitor.

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

We feel that the key is to build relationships that will provide for a safe teaching and learning environment for all. We are making sure that we listen to the needs of all of our stakeholders and meet them in order to help our Tigers become proficient.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: The Math Lowest 25% Learning Gains showed the lowest performance and the greatest decline from the 18-19 school year. In addition, the progress monitoring data shows a need for all students, including subgroups, in math. Focusing on increasing the learning gains of the Lowest 25% will lead to an increase in learning gains, overall Math proficiency, and help reduce the achievement gap evident within this population of students.

Measurable Outcome: We plan to improve from 48% to 53% for Math Lowest 25% Learning Gains on the Florida Standards Assessment from the 2019 results to the 2022 results, which is an 5% increase. In addition, we plan to focus on maintaining 71% in Math overall proficiency from the 2019 data.

Monitoring: This area of focus will be monitored using classroom and grade level data in math, specifically using the standards based unit assessments and the iReady diagnostics and growth monitoring progress monitoring tools. In addition, the leadership team will conduct weekly classroom walkthroughs specifically targeting and providing feedback to teachers in the area of math instruction.

Person responsible for monitoring outcome: Agathe Alvarez (agate.alvarez@ocps.net)

Evidence-based Strategy: The leadership team will strengthen teachers' understanding of the MTSS process as it relates to math instruction. Teachers will effectively implement Tier I differentiated, small group mathematics instruction for students performing in the Lowest 25%. We will use the standards based unit assessments, i-Ready diagnostic assessments, and growth monitoring to identify deficiencies and monitor student progress.

Rationale for Evidence-based Strategy: Teaching is focused precisely on what the students need to learn next to move forward. Ongoing observation of students, combined with systematic progress monitoring assessments enables teachers to draw together groups of students who fit a particular instructional profile and address their specific needs.

Action Steps to Implement

Professional development in applying the MTSS process in the area of math instruction as well as implementing small group differentiated instruction in math. The professional development opportunities will be scheduled monthly during Wednesday afternoons and will be continuous throughout the year.

Person Responsible Bryan Dolfi (bryan.dolfi@ocps.net)

Teachers will meet in weekly PLC groups to review data which will inform and drive small group instruction.

Person Responsible Christine Pankonin (christine.pankonin@ocps.net)

Teachers will effectively implement differentiated, small group mathematics instruction.

Person Responsible Agathe Alvarez (agate.alvarez@ocps.net)

Monitoring of small group mathematics instruction will take place weekly by Admin Team using classroom walkthrough observation tool (Google Form). Feedback will be provided to teachers.

Person Responsible Agathe Alvarez (agate.alvarez@ocps.net)

#2. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale:	<p>Build and establish a culture for social and emotional learning at our school with adults and students.</p> <p>Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material. By ensuring that our school has a culture for social and emotional learning, we will address the following school needs:</p> <p>Improvement in Early Warning Systems indicator data</p> <p>Panorama survey data</p> <p>Cognia survey data</p> <p>Anticipated impact of a culture and climate on student achievement</p>
Measurable Outcome:	There will be a decrease of the number of course failures in ELA or Math from 56 to below 50 and a decrease in the number of level 1 student scores on statewide assessments from 57 in 2019 to below 50 in 2021.
Monitoring:	Our school will monitor and measure the impact of our implemented professional learning through analysis of culture and climate survey data, needs assessments, classroom observations, and school environment observations. We will modify our plan of action as indicated by data, student needs, and adult needs.
Person responsible for monitoring outcome:	Agathe Alvarez (agathe.alvarez@ocps.net)
Evidence-based Strategy:	Use distributive leadership and social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise with all students. Our school will plan and implement two cycles of professional learning to provide training, opportunities for safe practice, and examination of impact data. Our school will monitor and measure the impact of our implemented professional learning through analysis of culture and climate survey data, needs assessments, classroom observations, and school environment observations. We will modify our plan of action as indicated by data, student needs, and adult needs.
Rationale for Evidence-based Strategy:	In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building. To create a culture of social and emotional learning with adults and students, it is critical to harness the professional skills and leadership capabilities of everyone in the school. Through a distributive leadership model, our school will strengthen the team dynamics necessary to collectively support positive organizational improvement and change.

Action Steps to Implement

Faculty and staff will develop an understanding of the connections between social and emotional learning and instructional strategies. We will integrate SEL strategies within daily instruction by first participating in cycles of professional learning focusing on academics and social and emotional learning.

Person Responsible Agathe Alvarez (agathe.alvarez@ocps.net)

Establish a common language to support a culture of social and emotional learning at your school with adults and students.

Person Responsible Agathe Alvarez (agathe.alvarez@ocps.net)

Our school will monitor and measure the impact of our implemented professional learning through analysis of culture and climate survey data, needs assessments, classroom observations, and school environment observations. We will modify our plan of action as indicated by data, student needs, and adult needs.

Person Responsible Agathe Alvarez (agate.alvarez@ocps.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Based on the school and state data, Tildenville does not exhibit a severe behavior or discipline concern. We will continue to monitor student behavior and discipline data and concerns throughout the school year, while also continuing to provide Social and Emotional lessons and guidance to the students.

Part IV: Positive Culture & Environment

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

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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

In order to establish a positive school culture and climate, all schools engage in ongoing, districtwide professional learning on leveraging social and emotional learning as well as leadership for student success. Through a distributive leadership model, our school uses social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise in all students. Through this professional learning, schools across the district, including Tildenville, use the CASEL Core Competencies as a common language to support a positive culture of social and emotional learning and connect cognitive and conative strategies to support student success. A core team of teachers and the school principal from our school, which includes a mental health designee, attend this district-wide professional learning throughout the year. The core team works with a broader school team and is charged with personalizing and implementing professional learning for school stakeholders, based on school and community needs. School leadership teams collaborate with stakeholders, through processes such as the School Advisory Council, to reflect on implementation and determine next steps. Development of positive culture and environment is further enhanced through district programs such as the Parent Academy. Our School utilizes staff such as Guidance Counselor and Magnet Coordinator to bridge the community and school culture.

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

The school's SELL (Social Emotional Learning Leaders) team participates in district-wide professional development. In turn, we provide professional development to the staff. We target one CASEL Core competency each month, starting the year with Relationship Building. We model strategies in the Core Competencies to help teachers use these in their classes. In addition, the staff participates in weekly and monthly SEL activities that promote a positive climate and culture. These activities include dress-up days, dessert Wednesdays, holiday and monthly-themed activities, etc.