Orange County Public Schools

Eccleston Elementary

2021-22 Schoolwide Improvement Plan

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Eccleston Elementary

1500 AARON AVE, Orlando, FL 32811

https://ecclestones.ocps.net/

Demographics

Principal: Angela Feliciano

Start Date for this Principal: 7/29/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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 Economically Disadvantaged Students
School Grades History	2018-19: C (41%) 2017-18: C (45%) 2016-17: C (51%)
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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Eccleston Elementary

1500 AARON AVE, Orlando, FL 32811

https://ecclestones.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 KG-5	Yes	100%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

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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
Harris, Willam	Assistant Principal	Mr. Harris is responsible for assisting the principal with carrying out the school's vision and mission. His role as an instructional leader includes the collection and analysis of data and supervisory support of all grade levels with an intense focus on the 1st, 2nd, and 3rd grades. He assists with facilitating common planning and data meetings. He conducts classroom observations and provides feedback and support to teachers on instructional practices and classroom interventions. Mr. Harris also coordinates the community engagement of the school through the Community Partnership School initiative.
Miskovsky, Melissa	Instructional Coach	Mrs. Miskovsky supports 4th and 5th grade curriculum frameworks addressing the Florida Standards. She supports school curriculum planning and implementation of curriculum initiatives, provides support to teachers as an instructional coach, and provides feedback to ensure instruction is differentiated to meet the individual needs of students. Mrs. Miskovsky conducts curriculum materials inventory, assists teachers with the implementation of Marzano instructional practices, and monitors the fidelity of Deliberate Practice strategies being used to increase student achievement. She oversees and monitors the reading assessments and student data. She facilitates, supports, and monitors Professional Learning Communities and coordinates the Science PMA diagnostic assessment schedules.
Feliciano, Angela	Principal	Mrs. Feliciano provides the vision for the school to ensure high academic achievement is attained for all students. She implements and evaluates programs within the school to ensure that the achievement gap is closing among subgroups. As an administrator, she performs classroom observations to manage and support alignment for student learning. Additionally, actionable feedback is provided to the teachers for improvement of instruction. She holds weekly Professional Learning Community meetings at each grade levels with the instructional team members and the support coaches to discuss standards-based instruction, Tier I and Tier II interventions along with enrichment lessons for students who are working above grade level. All discussions are focused toward increasing student achievement through fostering a growth mindset. Mrs. Feliciano coordinates the operation and management of all school functions, community relations, and school budget in compliance with district policies. She also participates in the School Advisory Council (SAC).
Wichhart, Lynda	Instructional Coach	Mrs. Wichhart supports Kindergarten through 3rd grade curriculum frameworks addressing the B.E.S.T. and Florida Standards. She supports school curriculum planning and implementation of curriculum initiatives, provides support to teachers as an instructional coach, and provides feedback to ensure instruction is differentiated to meet the individual needs of students. Mrs. Wichhart coordinatates Reading and Math testing, assists

Name	Position Title	Job Duties and Responsibilities
		teachers with the implementation of Marzano instructional practices, and monitors the fidelity of Deliberate Practice strategies being used to increase student achievement. She oversees and monitors the reading assessments and student data. She facilitates, supports, and monitors Professional Learning Communities and coordinates the i-Ready diagnostic assessment schedules.
Sanders, Chastity	Staffing Specialist	Ms. Sanders coordinates the Exceptional Student program. She maintains appropriate records related to IEP's, 504's and MTSS. Ms. Sanders assists the general education teachers in developing RTI data and tracking with students not reaching mastery of standards.

Demographic Information

Principal start date

Thursday 7/29/2021, Angela Feliciano

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.*

1

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.*

1

Total number of teacher positions allocated to the school

27

Total number of students enrolled at the school

413

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

3

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

5

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	15	63	68	104	42	76	0	0	0	0	0	0	0	368
Attendance below 90 percent	3	34	41	43	16	29	0	0	0	0	0	0	0	166
One or more suspensions	0	1	5	2	2	8	0	0	0	0	0	0	0	18
Course failure in ELA	0	0	0	15	6	24	0	0	0	0	0	0	0	45
Course failure in Math	0	0	0	6	6	21	0	0	0	0	0	0	0	33
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	16	0	0	0	0	0	0	0	16
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	12	0	0	0	0	0	0	0	12
Number of students with a substantial reading deficiency	0	6	21	29	32	37	0	0	0	0	0	0	0	125

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	4	15	9	34	0	0	0	0	0	0	0	63

The number of students identified as retainees:

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

Date this data was collected or last updated

Thursday 8/26/2021

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	21	76	74	78	82	86	0	0	0	0	0	0	0	417
Attendance below 90 percent	2	33	21	23	27	17	0	0	0	0	0	0	0	123
One or more suspensions	0	8	15	16	22	23	0	0	0	0	0	0	0	84
Course failure in ELA	0	0	0	20	30	19	0	0	0	0	0	0	0	69
Course failure in Math	0	0	0	10	24	8	0	0	0	0	0	0	0	42
Level 1 on 2019 statewide ELA assessment	0	0	0	0	20	17	0	0	0	0	0	0	0	37
Level 1 on 2019 statewide Math assessment	0	0	0	0	12	13	0	0	0	0	0	0	0	25
	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	7	12	22	39	22	0	0	0	0	0	0	0	102

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	21	76	74	78	82	86	0	0	0	0	0	0	0	417
Attendance below 90 percent	2	33	21	23	27	17	0	0	0	0	0	0	0	123
One or more suspensions	0	8	15	16	22	23	0	0	0	0	0	0	0	84
Course failure in ELA	0	0	0	20	30	19	0	0	0	0	0	0	0	69
Course failure in Math	0	0	0	10	24	8	0	0	0	0	0	0	0	42
Level 1 on 2019 statewide ELA assessment	0	0	0	0	20	17	0	0	0	0	0	0	0	37
Level 1 on 2019 statewide Math assessment	0	0	0	0	12	13	0	0	0	0	0	0	0	25
	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	7	12	22	39	22	0	0	0	0	0	0	0	102

The number of students identified as retainees:

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

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				32%	57%	57%	34%	56%	56%
ELA Learning Gains				43%	58%	58%	54%	55%	55%
ELA Lowest 25th Percentile				53%	52%	53%	56%	48%	48%
Math Achievement				39%	63%	63%	44%	63%	62%
Math Learning Gains				37%	61%	62%	53%	57%	59%
Math Lowest 25th Percentile				45%	48%	51%	43%	46%	47%
Science Achievement				36%	56%	53%	30%	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	31%	55%	-24%	58%	-27%
Cohort Comparison						
04	2021					
	2019	32%	57%	-25%	58%	-26%
Cohort Comparison		-31%				
05	2021					
	2019	33%	54%	-21%	56%	-23%
Cohort Comparison		-32%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	50%	62%	-12%	62%	-12%
Cohort Comparison						
04	2021					
	2019	28%	63%	-35%	64%	-36%
Cohort Comparison		-50%				
05	2021					
	2019	31%	57%	-26%	60%	-29%
Cohort Comparison		-28%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	36%	54%	-18%	53%	-17%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

Each grade level tested on the Beginning of the Year, Middle of the Year, and End of the Year i-Ready Diagnostic Assessment.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	9%	14%	34%
	Economically Disadvantaged	NR	NR	NR
	Students With Disabilities	NR	NR	NR
	English Language Learners	0%	25%	33%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	12%	18%	45%
	Economically Disadvantaged	NR	NR	NR
	Students With Disabilities	12%	NR	NR
	English Language Learners	)%	25%	33%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	14%	27%	37%
	Economically Disadvantaged	NR	NR	NR
	Students With Disabilities	NR	NR	NR
	English Language Learners	20%	33%	84%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	5%	19%	25%
	Economically Disadvantaged	NR	NR	NR
	Students With Disabilities	5%	NR	NR
	English Language Learners	0%	50%	66%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	24%	32%	38%
	Economically Disadvantaged	NR	NR	NR
	Students With Disabilities	NR	NR	NR
	English Language Learners	20%	60%	100%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	5%	7%	17%
	Economically Disadvantaged	NR	NR	NR
	Students With Disabilities	5%	NR	NR
	English Language Learners	20%	30%	33%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	15%	20%	20%
	Economically Disadvantaged	34%	29%	28%
	Students With Disabilities	0%	0%	0%
	English Language Learners	25%	17%	17%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	6%	19%	24%
	Economically Disadvantaged	0%	28%	29%
	Students With Disabilities	0%	0%	0%
	English Language Learners	25%	0%	34%

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	15%	22%	22%
	Economically Disadvantaged	100%	33%	33%
	Students With Disabilities	NR	NR	NR
	English Language Learners	17%	17%	34%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	16%	16%	22%
	Economically Disadvantaged	0%	0%	0%
	Students With Disabilities	16%	NR	NR
	English Language Learners	20%	50%	50%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	41%	25%	32%
	Economically Disadvantaged	41%	25%	305
	Students With Disabilities	33%	0%	0%
	English Language Learners	NR	NR	NR

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	4			5							
ELL	46			31							
BLK	27	33	19	22	26	18	32				
HSP	53			41							
FRL	28	34	30	23	32	30	26				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2017-18**	**C & C Accel 2017-18**
SWD	6	18	20	6	9	20					
ELL	24	60		33	67						
BLK	33	43	55	39	36	43	34				
HSP	26	53		42	60						
FRL	28	41	48	34	31	40	31				

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	14	57	64	20	47	44					
ELL	38	75		31	67						
BLK	35	54	58	44	54	46	31				
HSP	18			45							
FRL	31	52	56	42	51	44	27				

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	30
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	33
Total Points Earned for the Federal Index	239
Total Components for the Federal Index	8
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	5
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	37
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	25
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	47
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 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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	29
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

The first trend that emerges across grade levels is a decrease in overall proficiency in our intermediate grade levels as evidenced on the Florida Standardized Assessments (FSA). Our 2020-2021 ELA scores show that only 31% of students in our intermediate grade levels are proficient. Only 23% of students were proficient on the Math FSA. Our ESSA subgroup, Students with Disabilities (SWDs), indicates a lag when compared to their peers.

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

Based off progress monitoring and 2019 state assessments the data component that demonstrates the greatest need for improvement is intermediate math. An additional decrease was discovered when FSA scores showed an even greater decrease from 2019 in the 2021 math scores as only 23% of students are proficient in math,

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

Based on i-Ready, common assessment, and informal teacher assessment data, students in the intermediate grade levels struggle with math fluency.

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

Based on 2019 the Middle of Year I-Ready diagnostic, third grade students made the most amongst all other grade levels, showing 48% in math and 42% in reading.

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

Teachers had a strong understanding of the depth of the standards. In addition, the math coach provided daily push-in support in third grade classrooms.

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

In order to accelerate learning in the upcoming school year, an intense focus will be placed on ensuring the learning acceleration model is implemented during the extended hour of the school day and during tutoring. Students will have access to high-quality instructional materials that are aligned to the standards. Teachers will integrate lessons using priority standards to provide an appropriate balance of fluency, conceptual understanding, and hands-on practice. Additionally, at prescribed intervals, the groups will rotate. Diagnostic and common assessment data will be used to determine acceleration groupings and resources. Instructional resources that will be utilized include but are not limited to i-Ready scaffolded lessons. For these strategies to work effectively, all teachers will require professional development focused on acceleration practices.

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.

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

includes professional development focused on the high-quality instructional materials that will be available to students. In addition, professional development will focus on supporting teachers as they prepare their lessons so they will have a deep understanding of the content and be able to effectively deliver it to students. Through common planning, coaches will model lessons, discuss engagement strategies, and clarify misconceptions.

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

Additional services that will be implemented to ensure sustainability of improvement in the next year and beyond are tutoring programs that utilize the learning acceleration model, weekly professional learning community meetings for teachers, professional development based on observed trends, and coaching support.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Teachers will provide standards-based instruction to increase student proficiency in English Language Arts. OCPS aligns curriculum expectations to the Florida State Standards (FSS). The use of these standards, as well as the backwards design model, will ensure that teachers are planning for high quality instruction that focuses on a defined Depth of Knowledge (DOK) level and outcome for learning. Collaborative planning designed to ensure that all scholars in OCPS are engaged in rigorous learning activities, complex texts and critical thinking across all content areas. Current Eccleston data demonstrates that there continues to be a need for ensuring the alignment and monitoring for both mastery of standards (proficiency levels) and continued growth (learning gains) in all areas. Language Arts (Phonics, Phonemic Awareness, Fluency, Vocabulary, and Comprehension.
Measurable Outcome:	ELA scores on the FSA will improve by 6 percentage points in each of the following areas: proficiency overall as well as in our ESE and ELL subgroups, learning gains, and bottom 25% learning gains. Through Professional Learning Communities (PLCs), grade-level teams will meet weekly with leadership team members to develop and plan for instruction using and analyzing data from both i-Ready and common unit assessments. Through this planning process, teams will work to target skills and strategies that will support the mastery of standards (proficiency), as well as close achievement gaps (learning gains) as identified by the formative and summative assessments.
Monitoring:	Multiple Measures taken at the beginning, middle of the end of the year (i Ready Diagnostic, Running Records, Reading Plus/CAPIT data, SIPPS or CORE phonics data...) wil be used to monitor overall student progression. This will be in addition to frequent unit assessment data and Iready progression monitoring. Leadership team members and grade levels will use PLC meetings to frequent analyze data and make any necessary adjustments to core lesions, interventions, and acceleration opportunities.
Person responsible for monitoring outcome:	Angela Feliciano (angela.feliciano@ocps.net)
Evidence-based Strategy:	A key focus will be on backwards planning, use of high yield strategies, small group differentiated instruction, and analysis of data to support the MTSS process. A focus on the writing process will be implemented in daily ELA lessons with monthly prompts used as formative assessments. Through PLCs, grade-level teams will meet weekly with administration and instructional coaches to develop and plan for instruction using and analyzing data from both i-Ready and common unit assessments. Through this planning process, teams will work to target skills and strategies that will support the mastery of standards (proficiency), as well as close achievement gaps (learning gains) as identified by the formative and summative assessments. We will do this by increasing our systematic use of explicit instruction of ELA focusing on both foundational reading/fluency skills and comprehension.
Rationale for Evidence-based Strategy:	Researched based “High Yield” strategies have been chosen to support our quest to increase scholars' achievement. These strategies have demonstrated that when used effectively, with a high level of fidelity, they will support scholar achievement. Differentiating instruction will improve scholar achievement by meeting all learners’ needs.

Action Steps to Implement

Increase our systematic use of explicit instruction of ELA focusing on both foundational reading/fluency skills and comprehension. Teachers will plan collaboratively using the FSS and the OCPS Scope and Sequence to ensure alignment. The "backward design" model for planning will be used to align the

planning process with the use of formative data, differentiation of instruction, and monitoring for understanding. Teachers will use strategies in the area of close reading with a strong focus on bringing reading into writing. Teachers make content, skills, and concepts explicit by showing and telling scholars what to do or think while solving problems, enacting strategies, and completing tasks. They strategically choose examples and non-examples and language to facilitate scholars' understanding, anticipate common misconceptions, highlight essential content. They model and scaffold steps or processes needed to understand content and concepts, apply skills, and complete tasks successfully.

Person Responsible Angela Feliciano (angela.feliciano@ocps.net)

Increase our systematic approach to providing scaffolded supports.(Differentiation/MTSS) Scaffolded supports provide temporary assistance to students so they can successfully complete tasks that they cannot yet do independently or with a high rate of success. Teachers select powerful visual, verbal, and written supports; carefully calibrate them to students’ performance and understanding in relation to learning tasks; use them flexibly; evaluate their effectiveness; and gradually remove them once they are no longer needed. Some supports are planned prior to lessons and some are provided responsively during instruction.

Person Responsible Willam Harris (william.harris2@ocps.net)

Develop and implement the use flexible grouping. Implement daily small group instruction to provide opportunities for teachers to differentiate instructional strategies to close learning gaps, support engagement, and monitor progression of learning. Teachers assign scholars to homogeneous and heterogeneous groups based on explicit learning goals, monitor peer interactions, and provide positive and corrective feedback to support productive learning. Teachers use small learning groups to accommodate learning differences, promote in-depth academic related interactions and teach scholars to work collaboratively. They choose tasks that require collaboration, issue directives that promote productive and autonomous group interactions, and embed strategies that maximize learning opportunities and equalize participation. Teachers promote simultaneous interactions, use procedures to hold scholars accountable for collective and individual learning, and monitor and sustain group performance through proximity and positive feedback.

Person Responsible Willam Harris (william.harris2@ocps.net)

Provide intensive instruction (Standards and reading instruction). (Extra Hour/Tutoring/ Classroom additional support) Teachers match the intensity of instruction to the intensity of the student’s learning and behavioral challenges. Intensive instruction involves working with students with similar needs on a small number of high priority, clearly defined skills/concepts.

Person Responsible Angela Feliciano (angela.feliciano@ocps.net)

Develop and implement a system of teaching social behaviors (SEL). Teachers should explicitly teach appropriate interpersonal skills, including communication and self-management, aligning lessons with classroom and school wide expectations for scholars' behavior. Prior to teaching, teachers should determine the nature of the social skill challenge. If scholars do not know how to perform a targeted social skill. Direct social skill instruction should be provided until mastery is achieved. If students display performance problems, the appropriate social skill should initially be taught, then emphasis should shift to prompting the Support of High Yield Strategies ensuring the “appropriate” behavior accesses the same or a similar outcome (i.e., is reinforcing to the student) as the problem behavior.

Person Responsible Willam Harris (william.harris2@ocps.net)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Teachers will deliver standards-based instruction to increase the level of student proficiency in mathematics. OCPS aligns curriculum expectations to the Florida State Standards (FSS). The use of these standards, as well as the backwards design model, will ensure that teachers are planning for high quality instruction that focuses on a defined Depth of Knowledge (DOK) level and outcome for learning. Collaborative planning designed to ensure that all scholars in OCPS are engaged in rigorous learning activities, complex texts and critical thinking across all content areas. Current Eccleston data demonstrates that there continues to be a need for ensuring the alignment and monitoring for both mastery of standards (proficiency levels) and continued growth (learning gains) in the area of mathematics.
Measurable Outcome:	Mathematics scores on the FSA will improve by 6 percentage points in each of the following areas: proficiency, learning gains, and bottom 25% learning gains. Through school-based Professional Development and the Professional Learning Community (PLC) process, grade-level teams will meet weekly with leadership team members to develop and plan for instruction using and analyzing data from both i-Ready and common unit assessments. Through this planning process, teams will work to target skills and strategies that will support the mastery of standards (proficiency), as well as close the achievement gaps (learning gains) as identified by the formative and summative assessments.
Monitoring:	Classroom observations (informal, formal, and classroom walkthroughs) will be conducted to observe instructional strategies and determine trends.Actionable feedback will be provided after all observations.
Person responsible for monitoring outcome:	Angela Feliciano (angela.feliciano@ocps.net)
Evidence-based Strategy:	A key focus will be on both fact fluency and conceptual understanding using backwards planning, use of high yield strategies, small group differentiated instruction and analysis of data to support the MTSS process. Through PLCs, individual teams will meet weekly with administration and instructional coaches to develop and plan for instruction using and analyzing data from both i-Ready and common unit assessments. Through this planning process, teams will work to target skills and strategies that will support the mastery of standards (proficiency), as well as close achievement gaps (learning gains) as identified by the formative and summative assessments. Teachers will make content, skills and concepts explicit by showing and telling students what to do or think while solving problems, enacting strategies, completing tasks and classifying concepts. Teachers are focusing on math fluency in all grades to improve math proficiency.
Rationale for Evidence-based Strategy:	Researched based “High Yield” strategies have been chosen to support our quest to increase student achievement. These strategies have demonstrated that when used effectively, with a high level of fidelity, they will support student achievement. Differentiating instruction will improve student achievement for those students in the bottom quartile.

Action Steps to Implement

1. Increase our systematic use of explicit instruction in Math. Teachers will plan collaboratively using the FSS and the OCPS Scope and Sequence to ensure alignment. The "backward design" model for planning will be used to align the planning process with the use of formative data, differentiation of instruction, and monitoring for understanding. Teachers make content, skills and concepts explicit by showing and telling students what to do or think while solving problems, enacting strategies, completing tasks and classifying concepts. Teachers use explicit instruction when students are learning new material and complex

concepts and skills. They strategically choose examples and non-examples and language to facilitate student understanding, anticipate common misconceptions, highlight essential content, and remove distracting information. They model and scaffold steps or processes needed to understand content and concepts, apply skills, and
complete tasks successfully and independently.

Person Responsible Angela Feliciano (angela.feliciano@ocps.net)

2. Increase our systematic approach to providing scaffolded supports.(Differentiation/MTSS) Scaffolded supports provide temporary assistance to students so they can successfully complete tasks that they cannot yet do independently or with a high rate of success. Teachers select powerful visual, verbal, and written supports; carefully calibrate them to students' performance and understanding in relation to learning tasks; use them flexibly; evaluate their effectiveness; and gradually remove them once they are no longer needed. Some supports are planned prior to lessons and some are provided responsively during instruction.

Person Responsible [no one identified]

3. Develop and implement the use flexible grouping. Implement daily small group instruction to provide opportunities for teachers to differentiate instructional strategies to close learning gaps, support engagement, and monitor progression of learning. Teachers assign students to homogeneous and heterogeneous groups based on explicit learning goals, monitor peer interactions, and provide positive and corrective feedback to support productive learning. Teachers use small learning groups to accommodate learning differences, promote in-depth academic related interactions and teach students to work collaboratively. They choose tasks that require collaboration, issue directives that promote productive and autonomous group interactions, and embed strategies that maximize learning opportunities and equalize participation. Teachers promote simultaneous interactions, use procedures to hold students accountable for collective and individual learning, and monitor and sustain group performance through proximity and positive feedback.

Person Responsible Willam Harris (william.harris2@ocps.net)

4. Provide Accelerated learning opportunities for scholars. Implement small group support strategies that provides the accelerated model of learning to scholars that are currently working just below grade level in mathematics. Scholars will be strategically targeted for acceleration and data will be monitored to ensure growth.

Person Responsible Willam Harris (william.harris2@ocps.net)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Teachers will provide standards-based instruction to increase student proficiency in Science. OCPS aligns curriculum expectations to the Florida State Standards (FSS). The use of these standards, as well as the backwards design model, will ensure that teachers are planning for high quality instruction that focuses on the “Big Ideas” supporting Science grade level content. Current Eccleston data reveals a need for ensuring the alignment and monitoring for mastery of Science concepts and standards.
Measurable Outcome:	Fifth Grade Science proficiency scores on the Florida State Science Assessment will improve by 6 percentage points.
Monitoring:	PMA and Science Unit assessment will be monitored and analyzed with the fifth grade team on a frequent basis.
Person responsible for monitoring outcome:	Willam Harris (william.harris2@ocps.net)
Evidence-based Strategy:	Planning and aligning instruction using the backwards planning model, high yield strategies, differentiated instruction, and analysis of data to support the mastery of standards will be emphasized. Grade-level teams will meet weekly with administration and instructional coaches during PLC to develop and plan for instruction based on data from both PMA and common unit assessments. Teachers will implement monitoring for understanding by collecting formative data to drive in the moment instructional decisions. There will also be an increase in explicit vocabulary instruction and practice of skills throughout each science unit.
Rationale for Evidence-based Strategy:	Researched based “High Yield” strategies will be used to support conceptual attainment of Science skills, concept, and vocabulary. Collaborative planning designed to ensure that all scholars in OCPS are engaged in rigorous hands-on learning activities/experiments, complex texts and critical thinking. When used effectively and with fidelity these strategies have shown evidence in supporting scholars' achievement.

Action Steps to Implement

Increase our systematic use of explicit instruction in the area of Science. Teachers will plan collaboratively using the FSS and the OCPS Scope and Sequence to ensure alignment. The "backward design" model for planning will be used to align the planning process with the use of formative data, differentiation of instruction, and monitoring for understanding. Teachers will make content, skills, and concepts explicit by showing and telling students what to do or think while solving problems, enacting strategies, completing tasks and classifying concepts. Teachers will use explicit instruction when scholars are learning new material and complex concepts and skills. Teachers will strategically choose examples and non-examples and language to facilitate scholars' understanding, anticipate common misconceptions, and highlight essential content. Teachers will explicitly model and scaffold steps and processes needed for scholars to understand content and successfully complete tasks independently.

Person Responsible Angela Feliciano (angela.feliciano@ocps.net)

Non-fiction text will be integrated into the area of ELA to support additional exposure to the “Big Ideas” covered in the Science Curriculum. The use of Non-fiction text will contribute to a focus on vocabulary and conceptual understanding of basic science content.

Person Responsible Angela Feliciano (angela.feliciano@ocps.net)

Fifth Grade teachers will be provided a planning day each quarter to develop strong standards based/ hands-on lessons. The school and district based Science Coaches will participate/be available to support these planning opportunities.

Person Responsible Willam Harris (william.harris2@ocps.net)

#4. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	Eccleston Elementary will establish and nurture a strong culture for social emotional learning with all stakeholders. To build academic expertise in all students, we will use social and emotional learning, through the distributive leadership model, to strengthen team dynamics and collaboration. Professional development focused on Social and Emotional Learning strategies will afford our staff the knowledge needed to implement social and emotional learning and connect the cognitive and conative strategies that support student success and subsequent family engagement. By strengthening our school culture for social and emotional learning, we will reduce the number of discipline incidents/referrals, and ensure a positive and safe learning environment.
Measurable Outcome:	Discipline incidents/behavior referrals will decrease by 20% during the 21-22 school year. Reduce the number of scholars in individual early warning categories and with two or more categories by 5%. Monthly Behavior Team and Threat Assessment Team meetings will be held to discuss scholars indicating concerns and who need additional support. The scholars discussed in these meetings will be cross referenced with attendance and academic MTSS to determine the various areas of struggle for individual scholars. Threat to self incidents will decrease by 20% during the 21-22 school year.
Monitoring:	The school will work closely with our Community Partnership Team to provide opportunities for comments and feedback from parents. This will be in addition to using our Culture and Climate continuum data, as well as any other qualitative data from students and families. The leadership team will continue to walk classes daily; making observations while collecting and analyzing trends.
Person responsible for monitoring outcome:	Angela Feliciano (angela.feliciano@ocps.net)
Evidence-based Strategy:	We will build a culture for social and emotional learning at our school with adults and students.
Rationale for Evidence-based Strategy:	Discipline and threat assessment data indicates students and teachers will benefit from an increased focus on social and emotional learning. 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 school's needs through explicit Instruction, by providing students with tools and a common language to communicate about daily issues in and outside the classroom.

Action Steps to Implement

Implement a school-wide SEL training. All teachers will be provided the appropriate professional development to support the implementation of SEL strategies in their classroom A training plan that leverages the trained school team members will be used for continued support of all stakeholders in implementation and support of the strategies.

Person Responsible Angela Feliciano (angela.feliciano@ocps.net)

Eccleston will integrate aligned Instructional and SEL strategies by identifying scholars social and emotional needs to prepare for academic instruction. Staff will determine the cognitive and conative strategies that align with the standard.

Person Responsible	Willam Harris (william.harris2@ocps.net)

Through the use of the Community Partnership School and staff, the school will design and implement deliberate SEL opportunities for families to engage in with their children. We will identify strategies to support family engagement based on the Panorama Family Member Survey- barriers to engagement that relates to the strengthening of communication, building community and creating connections (Meet the teacher/staff and community introduction, Open House, Parent Engagement activities, SOAR cafe nights...). A continued focus for the school/Community Partnership Team will be to build community and create home to school connections.

Person Responsible	Willam Harris (william.harris2@ocps.net)

Additional Schoolwide Improvement Priorities

Using the 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.

Eccleston Elementary reported 38 incidents per 100 students in the area of violent incidents. This rate is much greater than the Statewide elementary school rate of 1 incident per 100 students. During this school year, we will monitor threats to others. Discipline referrals and threat assessments will be monitored for trends.

We believe that behavior issues are reduced and/or eliminated when meaningful, engaging classroom instruction is taking place. As such, we will offer professional development that focuses on how academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material. To further support the aforementioned, we must also build and attend to our capacity for embedding social and emotional learning.

The school's culture and environment will be monitored through a monthly analysis of behavior and discipline data. The data will be used to establish counseling groups. We will provide teachers and students with tools and a common language to communicate about daily issues both in and outside the classroom. Resources to support these efforts may include the use of accountable talk during lessons, peer mediation, class meetings, a school-wide mentoring programs, and wrap-around counseling support services, Through the use of strategically placed, high yield instructional practices that require students to work and learn together, we are confident that we will see significant reductions in students making poor choices and a positive increase in ownership of behaviors and outcomes.

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, Eccleston faculty and staff will engage in ongoing, district-wide professional learning on leveraging social and emotional learning as well as leadership for student success. Through a distributive leadership model, faculty and staff will use social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise in all students. Through this professional learning, we will 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 administrators from Eccleston Elementary, 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 staff and families, based on school and community needs.Our school leadership team will collaborate with students, staff, and families, 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 school-based and district-wide opportunities focused on building capacity in families to support continuous school improvement and student success. Administrators strategically utilize staff to bridge the community and school, connect families with resources, and build a culture for authentic family engagement in school staff.

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

In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building. All parents, students, faculty and staff, and the community will work together to create a culture of social and emotional learning at Eccleston Elementary. Faculty and staff will encourage and support students throughout the day. Building relationships with students will be a big initiative in an effort to cultivate strong bonds.
Community members will be actively pursued and encouraged to support appropriate school functions. 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.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	$0.00
3	III.A.	Areas of Focus: Instructional Practice: Science	$0.00
4	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	$0.00
		Total:	$0.00