Eagles Nest Elementary

2022-23 Schoolwide Improvement Plan

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Eagles Nest Elementary

5353 METROWEST BLVD, Orlando, FL 32811

https://eaglesnestes.ocps.net/

Demographics

Principal: Lisa Adams

Start Date for this Principal: 7/30/2019

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	English Language Learners* Black/African American Students* Hispanic Students Economically Disadvantaged Students
School Grades History	2021-22: D (35%) 2018-19: C (50%) 2017-18: C (45%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
ESSA Status	CSI
* 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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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	D		C	C

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SIP Authority

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

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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 to 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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Adams, Lisa	Principal	Sets performance goals, hires and evaluates staff, visits classrooms, prepares and monitors budgets, assesses teaching methods, monitors student achievement, encourages and facilitates parental involvement, revises policies and procedures, oversees facilities, sets and enforces guidelines for student behavior, and initiates and implement programs that meet the needs of the school. Establish and communicate unified school vision, with all stakeholders, including students' needs as the priority. Maintain a safe working environment. Manifest a professional code of ethics and values, respond to internal and external customers in a timely, accurate, courteous and empathetic manner representing OCPS in a positive light, modes the routine, support services to school staff in the areas of student assessment, curriculum and school improvement processes with the focus on all students learning and achieving, establish effective student progress monitoring processes, develops processes for complying with critical district, state and federal requirements and monitor those processes for compliance, facilitates the professional development provided for school improvement efforts.
Brennan, Cindy	Assistant Principal	Responds to internal and external customers in a timely, accurate and professional manner, models the intentional and effective use of technology, provides assistance, technical expertise and support services to school staff in the areas of student assessment, curriculum and school improvement, develops processes for complying with critical district, state and federal requirements and monitor those processes for compliance, directs, supervises, and evaluates teachers, facilitates the professional development provided for school improvement efforts, follow district policies and procedures as related to fixed assets, responsible for maintaining timely and accurate information and accountable for the quality of information maintained by those they supervise, performs other duties and responsibilities as assigned by the principal.
Monroe, Claudette	Curriculum Resource Teacher	Instructional activities focused on the acquisition of new and improved skills and knowledge, diagnoses and analyzes student progress and programs, utilizes a variety of instructional techniques to support teachers in the individual needs of students, facilitates PLCs, utilizes technology and current research in coaching instruction, supports classroom management techniques conducive to an effective classroom climate. In addition, she is over all school testing.
Wright, Lovelle	ELL Compliance Specialist	Facilitates ESE and ELL meetings at the school where special education eligibility, placement, dismissal and program changes occur, convenes and coordinates all Individual Education Plans (IEPs), Educational Plans

Name	Position Title	Job Duties and Responsibilities
		(EPs), Individual Family Services Plans (IFSPs), Service Plans (SPs) and Education Planning Team (EPT) meetings, as determined, at the school in conjunction with district staffing teams, coordinate the collection of all necessary documentation prior to a student being staffed and/or identified for an exceptional education program and/ or service, possesses knowledge of eligibility criteria, placement procedures, exceptional education program options.
Lim, Victoria	Instructional Coach	Support new teachers by coordinating mentors and ensuring they complete the tasks and courses for certification. Coach all teachers on instructional strategies and planning. Provide professional development for all teachers and staff to support student achievement. Also assist with Reading planning and PLCs.
Maysonet, Carlos	Math Coach	Support teachers with math planning, data analysis, and best teaching strategies. Lead Math PLC's and ensure teachers are using data to plan their lessons based on student needs/abilities. Observe teachers and provide actionable feedback. Ensure teachers are meeting the BEST standards in math.
Sainvelus, Jessica	Other	Train and support teachers on collecting and tracking student data for MTSS purposes, best strategies for ESE students, and backup to the Behavioral Specialist. Ensure all MTSS data is accurate.
Shavers, La'Shosha	Dean	Support teachers with student discipline, classroom management, and strategies on deescalating behaviors. Provides Restorative Justice for students with conflicts, as well as create incentives and rewards for PBIS. Ensure all discipline documentation is accurate and follows district guidelines.

Demographic Information

Principal start date
Tuesday 7/30/2019, Lisa Adams

Number of teachers with a 2022 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 2022 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.*
2

Total number of teacher positions allocated to the school

57

Total number of students enrolled at the school

669

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

10

Identify the number of instructional staff who joined the school during the 2022-23 school year.

7

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	119	108	73	121	90	98	0	0	0	0	0	0	0	609
Attendance below 90 percent	8	37	30	43	28	32	0	0	0	0	0	0	0	178
One or more suspensions	0	1	4	0	2	2	0	0	0	0	0	0	0	9
Course failure in ELA	0	0	0	2	5	3	0	0	0	0	0	0	0	10
Course failure in Math	0	0	0	5	3	6	0	0	0	0	0	0	0	14
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	6	33	46	0	0	0	0	0	0	0	85
Level 1 on 2022 statewide FSA Math assessment	0	0	0	5	32	58	0	0	0	0	0	0	0	95
Number of students with a substantial reading deficiency	0	0	0	6	33	46	0	0	0	0	0	0	0	85

Using the table above, complete the table below with the number of students by current grade level who have 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	3	6	31	50	0	0	0	0	0	0	0	91

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	5	0	0	0	0	0	0	0	0	0	5
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 8/12/2022

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	14	73	118	81	98	123	0	0	0	0	0	0	0	507
Attendance below 90 percent	3	22	42	22	24	37	0	0	0	0	0	0	0	150
One or more suspensions	0	2	0	0	0	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	5	18	0	0	0	0	0	0	0	23
Course failure in Math	0	0	0	0	6	14	0	0	0	0	0	0	0	20
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	10	33	0	0	0	0	0	0	0	43
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	21	32	0	0	0	0	0	0	0	53
Number of students with a substantial reading deficiency	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	2	0	0	6	20	0	0	0	0	0	0	0	28

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	

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	107	73	118	81	98	123	0	0	0	0	0	0	0	600
Attendance below 90 percent	3	22	42	22	24	37	0	0	0	0	0	0	0	150
One or more suspensions	0	2	0	0	0	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	5	18	0	0	0	0	0	0	0	23
Course failure in Math	0	0	0	0	6	14	0	0	0	0	0	0	0	20
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	10	33	0	0	0	0	0	0	0	43
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	21	32	0	0	0	0	0	0	0	53
Number of students with a substantial reading deficiency	51	35	59	31	47	51	0	0	0	0	0	0	0	274

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	2	0	0	6	20	0	0	0	0	0	0	0	28

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	5	0	0	0	0	0	0	0	0	0	5
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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	28%	56%	56%				42%	57%	57%
ELA Learning Gains	41%						57%	58%	58%
ELA Lowest 25th Percentile	37%						62%	52%	53%
Math Achievement	32%	46%	50%				48%	63%	63%
Math Learning Gains	40%						49%	61%	62%
Math Lowest 25th Percentile	43%						49%	48%	51%
Science Achievement	22%	61%	59%				43%	56%	53%

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**
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	40%	55%	-15%	58%	-18%
Cohort Comparison		0%				
04	2022					
	2019	40%	57%	-17%	58%	-18%
Cohort Comparison		-40%				
05	2022					
	2019	34%	54%	-20%	56%	-22%
Cohort Comparison		-40%				

				MATH		
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	47%	62%	-15%	62%	-15%
Cohort Comparison		0%				
04	2022					
	2019	54%	63%	-9%	64%	-10%
Cohort Comparison		-47%				
05	2022					
	2019	31%	57%	-26%	60%	-29%
Cohort Comparison		-54%				

				SCIENCE		
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					
	2019	37%	54%	-17%	53%	-16%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	9	32	45	9	19						
ELL	29	43	31	33	47	53	20				
BLK	25	39	33	32	37	38	19				
HSP	34	50	50	35	50		30				
FRL	27	39	39	32	40	44	20				

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		15		4	8						
ELL	23	19	30	21	15						
BLK	24	19	21	19	9	22	13				
HSP	20	31		27	23						
FRL	22	22	27	20	11	28	15				

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	13	35		16	38	40					
ELL	34	59	71	51	60	62	41				
BLK	41	51	52	47	47	44	46				
HSP	43	72	81	51	51	59	29				
FRL	42	56	62	45	47	44	44				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	38
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	60
Total Points Earned for the Federal Index	303
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	19

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	40
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	36
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	43
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0

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%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

In all grade levels, the majority of students fell into the FSA Level 1 Category in all content areas; as well as minimal learning gains in both ELA and Math. It is evident the majority of students at Eagles Nest are below grade level in both Reading, Math and Science.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

For 5th grade, the greatest need was in Science. Overall, all grade levels demonstrated low proficiency in Reading/ELA.

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

Last year 5th grade had one vacancy position all year, as well as both the Math and Science Coaches were out on maternity leave for half of the school year. In regards to reading, we had a large influx of international students who are English Language Learners. Lastly, approximately 67% of our students were distance learning from home for over 1 academic school year which created a huge achievement gap.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The 3rd grade group showed high proficiency in Math.

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

The 3rd grade math team teachers collaborated and planned diligently together; as well as incorporated a walk-to intervention strategy to ability-group students. This allowed teachers to provide more differentiated instruction based on individual student needs.

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

Strategies that accelerate learning include intentional scaffolding, building vocabulary, guided reading, interactive notebooks and data chats with students and staff. Most importantly will be daily intervention groups to address learning gaps in both Reading, Science and Math.

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.

Teachers will also participate in district-sponsored Impact Training throughout the school year. Guided Math is a small group instructional context where teachers support each child's development of mathematical proficiency at increasing levels of difficulty. Teachers facilitate this learning through hands-on, scaffolded conversations and intensive questioning.

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

Additional services to ensure sustainability of improvement for next year include i-Ready, Corrective Math, Write Score and LLI. Resource Team will provide ongoing and sustainable professional development on BEST standards, intervention strategies, and data analysis.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	On the most recent Florida Standards Assessment (FSA), data indicated that approximately 65% of our students scored below a level 3 (grade level proficiency) in English Language Arts (ELA). The data also revealed the following ESSA subgroups did not meet 41% proficiency; SWD only had 19%, ELL had 40%, Black students had 36% and Economically Disadvantaged had 39%. Eagles Nest must focus on SWD, Black and Economically Disadvantaged students much more closely this year to ensure a minimum of 41% make proficiency.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	During the 2022-23 school year, ELA proficiency will increase to 45% across all grade levels. In addition, all of the ESSA subgroups will all meet the minimum of 41% growth/proficiency. Eagles Nest's goal is to raise SWD from 19% to 41%, ELL students from 40% to 41%, Black students from 36% to 41% and Economically Disadvantaged students from 39% to 41%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Instructional Practices will be monitored through Walkthroughs, PLCs, Professional Development engagement, Evaluation Process, Coaching, District-Based Standard Unit Assessments, i-Ready, and SIPPS.
Person responsible for monitoring outcome:	Lisa Adams (lisa.adams@ocps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The strategy is to ensure that each student reads grade-level connected text every day to support reading accuracy, fluency, and comprehension. In addition, during intervention, students will be provided differentiated instruction and support based on their areas of growth/need.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/	This selected instructional practice has a strong level of evidence, as noted in the IES Guide for Foundational Skills to Support Reading for Understanding. Comprehension strategies help readers enhance their understanding, overcome difficulties in comprehending text, and compensate for weak or imperfect knowledge related to the text. Teachers will help students learn how to use comprehension strategies independently through the gradual release of responsibility. Intervention will help bridge the gap between their current ability level to grade level standards.

criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Teachers and Instructional Coaches will attend district provided IMPACT training and meet weekly for Professional Learning Community (PLC) meetings.
2. Strengthen the weekly and quarterly common planning process using district created resources.
3. Coaching sessions with district and school-based coaches to monitor theory to practice in classrooms.
3. Weekly classroom walkthroughs with actionable feedback.

Person Responsible   Lisa Adams (lisa.adams@ocps.net)

#2. Positive Culture and Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Integrate and monitor resources and strategies that strengthen a culture for social and emotional learning to grow every student academically, socially, and emotionally. Rationale: Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material. To strengthen our school's culture for social and emotional learning, we will address data from the Panorama survey which indicated room for improvement with positive behavioral interventions, accountability, and mutual respect for all members of the school community.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	* Reduction of students on the Early Warning Systems indicator report * Decrease in student discipline which results in suspension * Positive feedback on the annual Panorama Survey
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Our focus area will be monitored through Panorama data, SEL Team Walkthrough trend data and strategies from SEL Sessions, Evaluative instructional and leadership practice observational data, Qualitative data from students, staff, and families, and lastly a reduction in discipline referrals due to consistent PBIS strategies.
Person responsible for monitoring outcome:	Lisa Adams (lisa.adams@ocps.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	The staff will use distributive leadership and social and emotional learning to implement a continuous improvement plan for social and emotional learning focused on implementing a schoolwide SEL curriculum, intentionally integrating aligned instructional strategies, and school supports for families. 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 the Culture and Climate continuum, needs assessments, classroom observations, school environment observations, and Panorama surveys. We will modify our plan of action as indicated by data, student needs, staff needs, and family needs.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy.**	In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building, including its families. To strengthen a culture of social and emotional learning with families, staff, 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 integration of instructional strategies and deliberate school supports necessary for collective organizational improvement and change.

Describe the resources/criteria used for selecting this strategy.	Resources/Criteria: Research indicates that for sustainable improvement efforts to be realized, collective ownership is necessary. Through a distributive leadership model our school can implement efficient and sustainable continuous improvement practices that will support the social, emotional, and academic development of every student.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1.Evaluate the climate and culture for social and emotional learning to implement necessary responsive practices throughout the school year.
2. Implement a continuous improvement plan for social and emotional learning and leadership that uses cycles of professional learning.
3. Monitor, measure, and modify the plan for continuous improvement to positively impact climate and culture at the school.

Person Responsible	Lisa Adams (lisa.adams@ocps.net)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Eagles Nest used the iReady End of Year (EOY) diagnostic for data purposes; according to this data, 41% of Kindergarten, 66% of 1st grade, 73% of 2nd grade, and 49% of 3rd grade scored below grade level proficiency in ELA. Eagles Nest will provide differentiated reading intervention based on the specific needs of the students using a walk-to model to ability group the students. The focus will be on phonics and vocabulary.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Based on the 2021-22 FSA ELA assessment, 72% of Eagles Nest students scored below grade level proficiency; more specifically 64% of 3rd grade, 73% of 4th grade, and 86% of 5th grade scored below grade proficiency in ELA. Eagles Nest will provide differentiated reading intervention based on the specific needs of the students using a walk-to model to ability group the students. The focus will be vocabulary, high frequency words, and writing.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Eagles Nest will use both the FAST (STAR) assessment and the iReady diagnostic to track student progress. The measurable outcome Eagle's Nest plans to achieve is all grade levels at 45% or higher proficiency in ELA.

Grades 3-5: Measureable Outcome(s)

Eagles Nest will use both the FAST assessment and the iReady diagnostic to track student progress. The measurable outcome Eagle's Nest plans to achieve is all grade levels at 45% or higher proficiency in ELA.

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Eagle's Nest will monitor with ongoing data chats with teachers during PLC, teachers will have data chats with students monthly, and quarterly teachers will present their data to administration. In addition, the leadership team will discuss data and intervention needs/changes weekly (or as data is given).

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Adams, Lisa, lisa.adams@ocps.net

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- ◦ Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- ◦ Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- ◦ Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Eagle's Nest will use iReady (diagnostic assessments, online practice, and workbooks), SIPPS, and Write Score to monitor student progress.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- ◦ Do the evidence-based practices/programs address the identified need?

- ◦ Do the identified practices/programs show proven record of effectiveness for the target population?

The iReady diagnostic provides detailed information of growth and areas of need, the iReady workbooks scaffold the benchmarks, and the iReady online practice starts at the students ability level. SIPPS addresses phonics. Write Score provides practice and assessments in writing.

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring
Analyze FSA/FAST and iReady data to create reading intervention groups based on student needs and ability.	Adams, Lisa, lisa.adams@ocps.net
After School Tutoring	Adams, Lisa, lisa.adams@ocps.net
Data analysis and planning during weekly PLC	Adams, Lisa, lisa.adams@ocps.net

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

In order to establish a positive school culture and climate, all Eagle's Nest will engage in ongoing, districtwide professional learning on leveraging social and emotional learning, as well as leadership for student success. Through a distributive leadership model, we will use social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise in all students. Through the SEL Leadership Team and SEL 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.

We will continue to develop family and community partnerships through numerous activities and initiatives. The school hosts Parent and Family Workshops and Events, such as Career Readiness and Access to Resources. The Parent Engagement Liaison (PEL) and members of the Resource Team will be responsible for coordinating community-school events such as Math/Science Night, Literacy Night, the African American History Program, and Hispanic Awareness Week. The role of the PEL is to further increase family involvement by working to remove barriers that prohibit families from engaging in school event. In addition to coordinating all school family events, the PEL will assist with such tasks as organizing transportation for parents unable to reach the school for events and providing translation for families who are not yet able to communicate in English. This year the school is a PBIS pilot school for the district. Through this framework, in addition to feedback from Panorama, we will continue to improve on the the overall culture of the school.

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

Eagle's Nest has a relationship with UCF's Soldiers to Scholars Walking School Bus Program. The Soldiers to Scholars program works in conjunction with the GI Bill to help honorably discharged veterans achieve their higher education goals. In exchange for five hours per week mentoring at-risk youth, participants are eligible for financial support for tuition, textbooks and housing. The Walking School Bus Program walks students to and from school each day due to the fact that our students live within required radius to receive OCPS transportation. The Love Pantry is a program run by the Christian Service Center for Central Florida and distributes food and hygiene products to students and our families. Through the efforts of Partners in Education / Community Involvement committee, Eagle's Nest has established relationships with a variety of business and service entities. This list of partners also include the Temple Mandir Saraswati Devi, Spirit of Faith Outreach Ministries and Kick Start Karate.