Tildenville Elementary

leadership

analysis

Florida

college and career

students

mission

school improvement

ambitious

family and community involvement

striving

achievement

teaching

relationships

needs assessment

success

resources

areas of focus

instruction

strategic planning

collaboration

vision

supportive environment

learning

growth

2022-23 Schoolwide Improvement Plan

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Tildenville Elementary

1221 BRICK RD, Winter Garden, FL 34787

https://tildenvillees.ocps.net/

Demographics

Principal: Agathe Alvarez

Start Date for this Principal: 7/29/2014

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	68%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (67%) 2018-19: A (65%) 2017-18: B (61%)
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	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

This plan was approved by the Orange County School Board on 1/24/2023.

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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Tildenville Elementary

1221 BRICK RD, Winter Garden, FL 34787

https://tildenvillees.ocps.net/

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	No	68%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	67%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

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SIP Authority

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Purpose and Outline of the SIP

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

Part I: 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
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
Alvarez, Agathe	Principal	instructional leader facilitates data-driven decision making communication leader to all stakeholders student scheduling purchasing/budget coordinator
Dolfi, Bryan	Dean	Testing coordinator MTSS Coach Dean Skyward captain PD Facilitator and in-service points records Tutoring coordinator Student mentoring coordinator Classroom support Title IX coordinator
Clemonshager, Julie	Magnet Coordinator	Dual Language program coordinator Media Specialist Digital device manager School calendar, parent communication and morning announcements Website coordinator Textbook manager Classroom support
Pankonin, Christine	Instructional Coach	Classroom support Coaching support Curriculum support student contests, competitions National Elementary Honor Society advisor Teacher mentoring and recertification Title IX coordinator
Trampe, Regan	Staffing Specialist	Staffing Specialist ESOL compliance 504 compliance SAC classroom support

Demographic Information

Principal start date
Tuesday 7/29/2014, Agathe Alvarez

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.*

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.*

Total number of teacher positions allocated to the school

41

Total number of students enrolled at the school

556

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

9

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

11

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	107	85	108	97	85	74	0	0	0	0	0	0	0	556
Attendance below 90 percent	5	16	18	19	14	12	0	0	0	0	0	0	0	84
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	4	0	0	0	0	0	0	0	0	0	4
Course failure in Math	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	4	9	15	0	0	0	0	0	0	0	28
Level 1 on 2022 statewide FSA Math assessment	0	0	0	4	12	15	0	0	0	0	0	0	0	31
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	4	9	10	0	0	0	0	0	0	0	23

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	1	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 8/2/2022

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	75	109	103	81	76	80	0	0	0	0	0	0	0	524
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0		
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency	0	0	8	16	12	16	0	0	0	0	0	0	0	52

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

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

The number of students identified as retainees:

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

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	75	109	103	81	76	80	0	0	0	0	0	0	0	524
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency	0	0	8	16	12	16	0	0	0	0	0	0	0	52

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	1	2	5	0	0	0	0	0	0	0	0	0	9
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	66%	56%	56%				66%	57%	57%
ELA Learning Gains	66%						63%	58%	58%
ELA Lowest 25th Percentile	56%						67%	52%	53%
Math Achievement	69%	46%	50%				71%	63%	63%
Math Learning Gains	73%						67%	61%	62%
Math Lowest 25th Percentile	66%						48%	48%	51%
Science Achievement	73%	61%	59%				73%	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	67%	55%	12%	58%	9%
Cohort Comparison		0%				
04	2022					
	2019	58%	57%	1%	58%	0%
Cohort Comparison		-67%				
05	2022					
	2019	66%	54%	12%	56%	10%
Cohort Comparison		-58%				

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	65%	62%	3%	62%	3%
Cohort Comparison		0%				
04	2022					
	2019	63%	63%	0%	64%	-1%
Cohort Comparison		-65%				
05	2022					
	2019	81%	57%	24%	60%	21%
Cohort Comparison		-63%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					
	2019	73%	54%	19%	53%	20%
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	19	67		15	50	60					
ELL	44	58	43	49	52	50	44				
BLK	65	62		70	80		71				
HSP	60	63	57	66	68	61	70				
WHT	74	76		75	78		82				
FRL	58	63	58	64	71	81	65				

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	13			20							
ELL	27	29		36	27		13				
BLK	71	69		62	77		58				
HSP	57	65	20	59	63		58				
WHT	71	50		69	71		77				
FRL	51	53	20	52	58	40	47				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	21	50	56	46	53	47					
ELL	37	50	64	74	71	69	63				
BLK	62	68	83	55	68	50	58				
HSP	64	60	58	78	67	52	72				
WHT	71	64	64	72	68	40	83				
FRL	56	57	67	62	64	53	59				

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)	N/A
OVERALL Federal Index – All Students	66
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	58
Total Points Earned for the Federal Index	527
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	42
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	50
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	70
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	63
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	77
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	64
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?

As a school, we went from a "B" to an "A." We increased by 13% from the previous school year. The most significant increase is in our learning gains in the bottom quartile in both ELA and Math. The increase was across all grade levels and subject areas.

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

Based on the progress monitoring and the data we collected, the greatest need is to help our Tigers become more proficient with English Language Arts (ELA) and math, specifically the lowest 25% subgroup. In reviewing the walkthrough data/feedback, the delivery of the instruction, as well as the teachers having a better understanding of what the standards require of the Tigers, shows the areas that are the most significant areas of improvement.

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

The contributing factors continued to be the achievement gap of some of the subgroups that make up the low 25% population. We will be using a variety of programs/incentives to help the Tigers learn their math facts including piloting Symphony Math, continuing with Reflex Math, and our Math Champions weekly challenge. We will be refocusing on using the Close Reading Strategies with our word problems as well as making sure that the math vocabulary is building and growing with interactive notebooks and vocabulary word walls in all classrooms. Teachers are also attending BEST Standards training to develop a deeper understanding of the standards.

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

The components that showed the most improvement, the learning gains of the low 25 in ELA and math, were also the components that need continued improvement.

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

A focus on small group instruction along with the support of daily class and grade level tutors helped contribute to the improvements in these areas. This year we will continue with a focus on small group differentiated instruction and add two instructional interventionist positions that will help support targeted classes in ELA and math.

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

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

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

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

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

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

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 Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The Math Lowest 25% Learning Gains showed one the lowest performances although improving 25 points from the prior year. In addition, the progress monitoring data shows a need for all students, including subgroups, in math. Focusing on increasing the learning gains of the Lowest 25% will lead to an increase in learning gains, overall Math proficiency, and help reduce the achievement gap evident within this population of students.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	We plan to improve from 66% to 68% for Math Lowest 25% Learning Gains on the 2022-2023 State Assessment from the 2021-2022 results to the 2022-2023 results, which is a 2% increase. In addition, we plan to focus on increasing to 71% in Math overall proficiency from the 2021-2022 data.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This area of focus will be monitored using classroom and grade level data in math, specifically using the standards-based unit assessments, Symphony Math data, and the new FAST Assessment data. In addition, the leadership team will conduct weekly classroom walkthroughs specifically targeting and providing feedback to teachers in the area of math instruction.
Person responsible for monitoring outcome:	Agathe Alvarez (agathe.alvarez@ocps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The leadership team will strengthen teachers' understanding of the MTSS process as it relates to math instruction. Teachers will effectively implement Tier I differentiated, small group mathematics instruction for students performing in the Lowest 25%. We will use the standards-based unit assessments, Symphony Math data, and the new FAST Assessment data to identify deficiencies and monitor student progress.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Teaching is focused precisely on what the students need to learn next to move forward. Ongoing observation of students, combined with systematic progress monitoring assessments enables teachers to draw together groups of students who fit a particular instructional profile and address their specific needs.

Action Steps to Implement

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.

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

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

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

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

Teachers will effectively implement differentiated, small group mathematics instruction.

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

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

Person Responsible   Agathe Alvarez (agathe.alvarez@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.	Build and establish a culture for social and emotional learning at our school with adults and students. Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material. By ensuring that our school has a culture for social and emotional learning, we will address the following school needs: Improvement in Early Warning Systems indicator data Panorama survey data Cognia survey data Anticipated impact of a culture and climate on student achievement
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	There will be a decrease in the number of course failures in ELA or Math by 3% and a decrease in the number of level 1 student scores on statewide assessments by 3% from the 2021-2022 data.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Our school will monitor and measure the impact of our implemented professional learning through analysis of culture and climate survey data, needs assessments, classroom observations, and school environment observations. We will modify our plan of action as indicated by data, student needs, and adult needs.
Person responsible for monitoring outcome:	Agathe Alvarez (agathe.alvarez@ocps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Use distributive leadership and social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise with all students. Our school will plan and implement two cycles of professional learning to provide training, opportunities for safe practice, and examination of impact data. Our school will monitor and measure the impact of our implemented professional learning through analysis of culture and climate survey data, needs assessments, classroom observations, and school environment observations. We will modify our plan of action as indicated by data, student needs, and adult needs.
Rationale for Evidence-based Strategy: Explain the rationale for	In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building. To create a culture of social and emotional learning with adults and students, it is critical to harness the professional skills and leadership capabilities of everyone in the school. Through a distributive leadership model, our school will strengthen the team dynamics necessary to collectively support positive organizational improvement and change.

selecting this specific strategy. Describe the resources/ 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.

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

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

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

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

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

Person Responsible   Agathe Alvarez (agathe.alvarez@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 schools engage in ongoing, districtwide professional learning on leveraging social and emotional learning as well as leadership for student success. Through a distributive leadership model, our school uses social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise in all students. Through this professional learning, schools across the district, including Tildenville, use the CASEL Core Competencies as a common language to support a positive culture of social and emotional learning and connect cognitive and conative strategies to support student success. A core team of teachers and the school principal from our school, which includes a mental health designee, attend this district-wide professional learning throughout the year.

The core team works with a broader school team and is charged with personalizing and implementing professional learning for school stakeholders, based on school and community needs. School leadership teams collaborate with stakeholders, through processes such as the School Advisory Council, to reflect on implementation and determine next steps. Development of positive culture and environment is further enhanced through district programs such as the Parent Academy. Our School utilizes staff such as Guidance Counselor and Magnet Coordinator to bridge the community and school culture.

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

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