

# Engelwood Elementary



2014-15 School Improvement Plan

## Engelwood Elementary

900 ENGEL DR, Orlando, FL 32807

[ no web address on file ]

### School Demographics

**School Type**  
Elementary

**Title I**  
Yes

**Free/Reduced Price Lunch**  
100%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
94%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	C	D	C

### School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

### SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

To lead our students to success with the support and involvement of families and the community.

##### Provide the school's vision statement

To be the top producer of successful students in the nation.

#### School Environment

##### Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The school faculty is in constant communication with parents, students and community members in order to keep up with the students' and community culture. The parent resource liaison at the school has reached out in order to keep the lines of communication open. In order to build the relationships between teachers and students, the teachers have completed some activities that help them understand the academic background of the students. The teachers have scheduled class meetings to stay in touch with the social development of the students.

##### Describe how the school creates an environment where students feel safe and respected before, during and after school

The students are in constant contact with the school administrators and the dean who provide guidance on behavioral expectations. In addition, our school resource officer is visible and communicates with students about expectations.

##### Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The school currently utilizes CHAMPs Classroom Management System. It creates a structure for teachers to keep the students engaged while the students take ownership of their actions based on the activity they are doing. The acronym stands for Conversation, Help, Activity, Movement, Participation, Success.

##### Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The students receive character development lessons that will assist them on social-emotional development. In addition, there are counselors and community liaison that will target specific students that need extra support for development.

#### Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

##### Describe the school's early warning system and provide a list of the early warning indicators used in the system

Attendance rates below 90% = 82 students  
 One or more suspensions = 17 students  
 Course failure in ELA or Math = 116 students  
 Level 1 score on statewide, standardized assessments in ELA or Math = 61 students

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	19	26	6	10	13	8	82
One or more suspensions	2	2	6	1	0	6	17
Course failure in ELA or Math	0	0	18	39	30	29	116
Level 1 on statewide assessment	0	0	0	18	17	26	61

*The number of students identified by the system as exhibiting two or more early warning indicators:*

Indicator	Grade Level				Total
	2	3	4	5	
Students exhibiting two or more indicators	4	20	14	22	60

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

Attendance - we are currently monitoring the attendance and communicating expectations to students and parents. We are implementing an attendance reward process that will reward the students who have good attendance rate.  
 One or more suspensions - we are working diligently with the teachers to implement CHAMPs effectively including the communication of consequences.  
 Course failure ELA or Math - we are working through daily interventions, in addition we will have after school tutoring to remediate these students.  
 Level 1 on statewide assessment - we are working on providing additional assistance during the school day to bring students to grade level.

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/186650>.

**Description**

A PIP has been uploaded for this school or district - see the link above.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

The school has a parent resource liaison on staff that stays in touch with the community in order to enhance academic achievement.

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

**Membership**

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

Name	Title
Reyes, Vidal	Principal
Verano, Karen	Assistant Principal
Beckler, Kimberly	Instructional Coach
Cintron, Marybelle	Other
Dawkins, Machael	Instructional Coach
Cardenas, Carolina	Other
Green, Lakecia	Other

**Duties**

***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

All general education teachers will provide information about core instruction, will participate in student data collection, will deliver Tier 1 instruction/intervention, will collaborate with other staff to implement Tier 2 interventions, and will integrate Tier 1 materials/instruction with Tier 2/3 activities. The Exceptional Student Education (ESE) Teacher will participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and will collaborate with the general education teachers through such activities as co-teaching. The CRT, Instructional Support Coach(es), Dean, and Staffing Compliance Coach will develop, lead, and evaluate school core content standards and programs, will identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They will identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. The School Psychologist will participate in the collection, interpretation, and analysis of data. She will facilitate development of intervention plan, provide support for intervention fidelity and documentation, provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities for both academics and behavior. The Speech Language Pathologist will educate the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design. She will assist in the selection of screening measures and help identify systemic patterns of student need with respect to

language skills.

The Student Services Personnel and Staffing Specialist will provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions she will also works with school social workers to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success. She will arrange meetings with the parents to keep them involved in the process and informed as to their child's progress toward goals.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

We will start systematically defining problems (academics) as a data based discrepancy between what is expected and what is occurring in order to determine the magnitude of the problem. This will be discussed during weekly data chats. Data chats will rotate between Tier 1, Tier 2, and Tier 3 data in order to review student progress in all levels of the MTSS process.

Progress Monitoring: PMRN/FAIR, teacher made common assessments, OCPS Benchmark assessments in Reading, Math, Science, and Writing, mini benchmark assessment per benchmark (when available), intervention group assessments, and Oral Reading Fluencies. End of year: PMRN/FAIR, 2015 FAS, CELLA, and ITBS.

Engelwood is a Title I school and we received money for the 2014-2015 school year to spend on implementing our school improvement goals. This year Title I money is being spent on a curriculum resource teacher, a reading teacher, a certified paraprofessional to work with struggling readers, research based instructional materials, a Pre-kindergarten teacher and paraprofessional, an instructional support teacher for reading and one for math/science, a media specialist, substitutes for the teachers to attend professional development, busses for field trips and parent involvement materials. Title I money will also pay for us to hold extended Media Center hours twice a week in the evenings. This extra time allows us to invite the families into our Media Center to read, work on homework, use the computers, check out books and participate in story time.

We adhere to all the Title I program requirements and collect all required documentation throughout the

school year. We work with the Title I department of Orange County Public Schools through monthly check-points and compliance monitoring. This school year, we have Universal Breakfast through Title I, all of our students can eat breakfast for free everyday. Engelwood will also use Title I dollars for the after school tutoring program in reading and math. Title I dollars will also pay for a Parent Coordinator position to increase parent and community support for Engelwood as well as near by schools.

Engelwood does not receive Title I, Part C dollars.

Engelwood does not receive Title I, Part D dollars.

Title II:

Engelwood Elementary will use Title II funds for substitutes in order to support classroom teachers by building research based on best practices and deconstructing standards. These staff development offerings are chosen based on data analysis, classroom walk-throughs, Marzano evaluations, Deliberate Practice choices, and will also support OCPS county level initiatives.

Title III:

Engelwood benefits from Title III money through our district Multilingual Services Department. We have three paraprofessionals to support our ESOL students as they acquire the English language. The work with students in small groups on reading interventions. We also receive Pathways Thinking Maps from Title III dollars to help teachers support ESOL students through the use of graphic organizers.

Title X Homeless:

Engelwood works with the Orange County Public Schools Homeless Department to make sure we

are

providing services to students who may become homeless. These services include free breakfast and lunch, bussing to and from their temporary accommodations to our school, and other services as needed.

Our school homeless coordinator and our registrar work with families who may find themselves in need of this assistance. We also identify families through their responses on the Student Residency Questionnaire which is sent home twice a year and is also included in our registration packet.

SAI:

SAI dollars will be used to run our after school tutoring program. We will pay teachers to work as the tutors and purchase materials for the students. Tutoring will take place from September through April for 20 sessions. Kindergarten through 5th grade for reading, 3rd through 5th for math, 4th for writing, and 5th for science.

Violence Prevention:

Engelwood Elementary receives services from one full time ALPHA counselor as part of the Center for Drug-Free Living. She provides counseling, tutoring, and classes in social skills for our 2nd to 5th grade students. Students at Engelwood are given frequent exposure to many exciting programs designed to enhance the curriculum. These programs include drug education through the SUPER Kids program, and our school's character education program called "SOAR" which includes the OCPS character education lessons which are delivered by the school guidance counselor. Classroom teachers hold class meetings and discuss bullying and tolerance. We also have a variety of antibullying presentations throughout the school year. Our school also has a full time Registered Nurse on staff to serve our community.

Nutrition:

We are fortunate to have the Engelwood Neighborhood Center located on our campus. They have a nurse who helps us with student and parent education. She coordinates with our school clinic attendant for hearing screenings, dental and vision, and family assistance as needed.

Head Start:

We house a Head Start Program on our campus. Head Start serves approximately 80 students in 4 relocatable portables. Our Speech and Language Clinician works with the 3 and 4 year olds who have qualified for ESE services. Head Start works with our PreK ESE classroom as well as students who spend half a day in each program. Our school cafeteria serves breakfast and lunch to the Head Start children every day.

Adult Education:

The Engelwood Neighborhood Center for Families is housed on our campus and they offer assistance to families in need, ALPHA Counselors to teach life skills classes and run small group counseling, a community health nurse, after school tutoring for students, family counselors for individual, family or group counseling, parenting classes and a variety of other services. The neighborhood center works in collaboration with our school, the Boys and Girls Clubs of Central Florida, Center for Drug Free Living-ALPHA Program, the Children's Home Society, and the Orange County Health Department. We also offer a variety of parent workshops and education opportunities like ESOL for parents, how to help your child with homework, what you need to know about FCAT, the Incredible Years Parenting skills program and families building better readers. Engelwood also offers evening classes to learn English.

## School Advisory Council (SAC)

### Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Vidal Reyes	Principal
Marybelle Cintron	Education Support Employee
Viridiana Vergara	Parent

### Duties

**Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

*Evaluation of last year's school improvement plan*

Most of the goals for last year's school improvement plan were met.

*Development of this school improvement plan*

The school advisory council shall assist in the preparation and evaluation of the school improvement plan required pursuant to s. 1001.42(18). Mr. Reyes presented last year's data at the September 2014 SAC meeting to begin the discussion of planning for the 2014-2015 school year. The school based leadership team will offer instructional support during the planning sessions.

*Preparation of the school's annual budget and plan*

SIP and budget has been discussed in SAC meetings in order to gather ideas of what needs to be done.

**Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

N/A

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

### Literacy Leadership Team (LLT)

#### Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Verano, Karen	Assistant Principal

#### Duties

**Describe how the LLT promotes literacy within the school**

This year the LLT will support the staff in the implementation of the new literacy curriculum. The planning sessions will embed Marzano best practices. The team will work with staff to deconstruct CCSS to plan lessons that are rigorous for the students. The team will enhance the Accelerated Reading Program. They will offer Professional Development and track Lexia and Reading Plus computer based programs. They will support parents and students with the Partners in Print program. They will implement and monitor the weekly after school tutoring program for struggling readers. They

will implement and monitor Reading Tier 2 and Tier 3 interventions. The media specialist will offer enrichment through the after school Book Club. The school will also offer extended media hours.

## Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Engelwood Elementary currently has over 40% of new staff.

### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

Engelwood Elementary's recruitment is supported by OCPS recruiting events. Engelwood is also part of the TIF STEM grant which helps teachers receive bonus money for student achievement. The recruiting strategies that Mr. Reyes uses are: early interviewing, grant money, strong leadership and support, a highly effective professional development program, and leadership opportunities. Mr. Reyes retains highly qualified teachers by offering strong leadership and building a supportive school culture that strives to be top producers of successful students.

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

Engelwood Elementary has a mentor program for all beginning teachers and teachers who may also need support. New teachers are matched with highly qualified teachers who have taken the county mandated course work. The school matches the new teacher with someone on the grade level team who can offer the support necessary for success. The school supports the new and second year teachers as they work to complete their online portfolios for the district. The school also offers a New to Engelwood Program which supports teachers by offering professional development on previously learned strategies and chat sessions for additional support.

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

#### ***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

All instructional materials and programs are approved by the district personnel in order to meet requirements for curriculum and interventions for implementation of Florida standards.

#### Instructional Strategies

#### ***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

The teachers use the baseline and benchmark assessments to provide differentiation via small group instruction, intervention and after school tutoring for students to master the necessary concepts.

#### ***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy: After School Program**

**Minutes added to school year: 1,800**

Engelwood Elementary offers after school tutoring one day a week for struggling readers and one day for struggling math students. We also offer writing tutoring and science tutoring each one day a week.

**Strategy Rationale**

Tutoring has provided extended time in a small group setting for learners to grasp concepts they have not been able to during the regular class time.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Verano, Karen, karen.verano@ocps.net

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Classroom teachers collect specific data on electronic data sheets kept on the staff collaboration site. This data is reviewed weekly at data meetings with the administrative and coaching staff. The tutoring sessions should be reflected in the Tier 1 and Tier 2 student achievement data.

**Strategy: Extended School Day**

**Minutes added to school year: 1**

Engelwood Elementary offers a variety of after school clubs. Clubs are for the enrichment of our student body and include; Book Club, Sports Club, Chorus, Art Club, Running Club.

**Strategy Rationale**

**Strategy Purpose(s)**

""

**Person(s) responsible for monitoring implementation of the strategy**

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Classroom teachers collect specific data on electronic data sheets kept on the staff collaboration site. This data is reviewed weekly at data meetings with the administrative and coaching staff.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

We have HeadStart and 2 Pre-K classrooms on Engelwood's campus. These students and their parents are familiar with our school and the programs and procedures we have in place. They are

invited to school functions and activities throughout the school year.

Not all of our kindergarten students come to us from Headstart or our own Prek classes, so we do have a variety of transition programs in place. Pre-kindergarten parents are invited to an informational meeting about kindergarten in March of the year the child will start kindergarten at our school. At the meeting we will register the children, explain our curriculum and give a Parent Orientation, introduce the teachers, take a tour of the classrooms and other parts of the school. Pre-kindergarten classes will visit the kindergarten classrooms in May. The class will come into the room and stay for part of the reading lesson so they can see what the room looks like and how the children behave. They can ask questions of the teacher and the other students. This has helped with their anxiety about starting kindergarten. Also the Kindergarten staff invites students in for a preK testing appointment over the summer to meet the student and gather some data on their needs.

Parents are invited to attend the "Meet Your Teacher" event on the Thursday prior to the beginning of the

school year. This gives teachers the opportunity to explain curricula and daily activities to parents. In addition, parents are invited to attend the "Open House" celebration where they receive additional information regarding school activities: PTA, SAC, PLC, and becoming an ADDitions volunteer.

### College and Career Readiness

***Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations***

Engelwood currently implements STEM projects in order to expose the students to rigorous and relevant curriculum. In addition, the AVID Elementary program has been started to make students and parents aware of the post-secondary opportunities and needs.

***Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs***

N/A

***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

Engelwood has a STEM coach that works with the students and teachers on developing challenging lessons to integrate the Science, Technology, Engineering and Mathematics.

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

Engelwood has AVID Elementary as a way of promoting postsecondary education exposure to the students. Each grade level is identified with a college name so the students are able to see opportunities after high school.

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Increase standards based instruction for student proficiency of achievement on ELA and Math components of FSA.
  
- G2.** Engelwood Elementary will increase parent involvement throughout the year.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1. Increase standards based instruction for student proficiency of achievement on ELA and Math components of FSA. 1a**

G056526

**Targets Supported 1b**

Indicator	Annual Target
AMO Reading - ELL	51.0

**Resources Available to Support the Goal 2**

- School based and district coaches will be working with the teachers.

**Targeted Barriers to Achieving the Goal 3**

- Limited in depth knowledge of LAFS, MAFS and Core Connections for teachers.
- Limited instructional modeling for teachers.

**Plan to Monitor Progress Toward G1. 8**

Benchmark tests.

**Person Responsible**

Lakecia Green

**Schedule**

Quarterly, from 9/1/2014 to 3/6/2015

**Evidence of Completion**

Benchmark testing data will be compiled by teacher to evaluate student progress of mastering the standards.

**G2. Engelwood Elementary will increase parent involvement throughout the year.** 1a

G039769

**Targets Supported** 1b

Indicator	Annual Target
Attendance rate	3.0

**Resources Available to Support the Goal** 2

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

**Targeted Barriers to Achieving the Goal** 3

- A barrier will be language.

**Plan to Monitor Progress Toward G2.** 8

Engelwood Elementary will include a monthly parent event.

**Person Responsible**

Marybelle Cintron

**Schedule**

Monthly, from 8/11/2014 to 4/30/2015

**Evidence of Completion**

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

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** Increase standards based instruction for student proficiency of achievement on ELA and Math components of FSA. **1**

 G056526

**G1.B1** Limited in depth knowledge of LAFS, MAFS and Core Connections for teachers. **2**

 B142802

**G1.B1.S1** Training and resources will be provided for the teachers in order to increase their knowledge.

**4**

 S154932

#### Strategy Rationale

Teacher training for the new standards is necessary.

#### Action Step 1 **5**

Core Connections Training

##### Person Responsible

Karen Verano

##### Schedule

Every 2 Months, from 8/11/2014 to 6/5/2015

##### Evidence of Completion

Sign in sheets.

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Teacher samples of lessons to be collected.

**Person Responsible**

Kimberly Beckler

**Schedule**

Every 2 Months, from 8/11/2014 to 6/5/2015

**Evidence of Completion**

Lesson plan samples utilizing skills learned in training.

**G1.B2 Limited instructional modeling for teachers.** 2

 B142803

**G1.B2.S1** District coaches from T & L and TIF will be asked to model lessons in order to increase proficiency. 4

 S154933

**Strategy Rationale**

Modeling the new standards has not happened.

**Action Step 1** 5

District T & L and TIF coaches will be contacted to provide PD.

**Person Responsible**

Karen Verano

**Schedule**

Quarterly, from 8/18/2014 to 3/6/2015

**Evidence of Completion**

Teacher reflection of modeling.

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

Teacher reflection logs.

**Person Responsible**

Kimberly Beckler

**Schedule**

Quarterly, from 8/18/2014 to 3/6/2015

***Evidence of Completion***

Teacher reflection should include how they are going to adapt the modeling to their instruction.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

Lesson plan evidence.

**Person Responsible**

Kimberly Beckler

**Schedule**

Quarterly, from 8/18/2014 to 3/6/2015

***Evidence of Completion***

Lesson plans will be checked to verify the modeled strategies are embedded into the lessons.

**G2. Engelwood Elementary will increase parent involvement throughout the year.** 1

G039769

**G2.B1 A barrier will be language.** 2

B096064

**G2.B1.S1 Engelwood will hire a bilingual employee for this position and will send all information in both languages.** 4

S107268

**Strategy Rationale**

Engelwood wants all parents and family to feel welcome and understand the information given to them.

**Action Step 1** 5

Engelwood will have a parental involvement coordinator which is bilingual.

**Person Responsible**

Vidal Reyes

**Schedule**

Monthly, from 8/18/2014 to 6/8/2015

**Evidence of Completion**

Employee on staff.

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Administration will go through the district hiring process for interviewing.

**Person Responsible**

Vidal Reyes

**Schedule**

On 8/18/2014

**Evidence of Completion**

Parent Involvement Coordinator on staff.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7**

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

**Person Responsible**

Marybelle Cintron

**Schedule**

Weekly, from 8/18/2014 to 6/8/2015

**Evidence of Completion**

The Parental Involvement Coordinator will collect parent participation data to compare to the 2013-2014 data.

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A1	Engelwood will have a parental involvement coordinator which is bilingual.	Reyes, Vidal	8/18/2014	Employee on staff.	6/8/2015 monthly
G1.B2.S1.A1	District T & L and TIF coaches will be contacted to provide PD.	Verano, Karen	8/18/2014	Teacher reflection of modeling.	3/6/2015 quarterly
G1.B1.S1.A1	Core Connections Training	Verano, Karen	8/11/2014	Sign in sheets.	6/5/2015 every-2-months
G1.MA1	Benchmark tests.	Green, Lakecia	9/1/2014	Benchmark testing data will be compiled by teacher to evaluate student progress of mastering the standards.	3/6/2015 quarterly
G1.B1.S1.MA1	Teacher samples of lessons to be collected.	Beckler, Kimberly	8/11/2014	Lesson plan samples utilizing skills learned in training.	6/5/2015 every-2-months
G1.B2.S1.MA1	Lesson plan evidence.	Beckler, Kimberly	8/18/2014	Lesson plans will be checked to verify the modeled strategies are embedded into the lessons.	3/6/2015 quarterly
G1.B2.S1.MA1	Teacher reflection logs.	Beckler, Kimberly	8/18/2014	Teacher reflection should include how they are going to adapt the modeling to their instruction.	3/6/2015 quarterly
G2.MA1	Engelwood Elementary will include a monthly parent event.	Cintron, Marybelle	8/11/2014	At the end of the 2013-2014 school year the data will be compared to the previous year.	4/30/2015 monthly
G2.B1.S1.MA1	This individual will support and encourage parent involvement as shown by the data collected at each event.	Cintron, Marybelle	8/18/2014	The Parental Involvement Coordinator will collect parent participation data to compare to the 2013-2014 data.	6/8/2015 weekly
G2.B1.S1.MA1	Administration will go through the district hiring process for interviewing.	Reyes, Vidal	8/4/2014	Parent Involvement Coordinator on staff.	8/18/2014 one-time

**Appendix 2: Professional Development and Technical Assistance Outlines**

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

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

**G1.** Increase standards based instruction for student proficiency of achievement on ELA and Math components of FSA.

**G1.B1** Limited in depth knowledge of LAFS, MAFS and Core Connections for teachers.

**G1.B1.S1** Training and resources will be provided for the teachers in order to increase their knowledge.

### **PD Opportunity 1**

Core Connections Training

**Facilitator**

**Participants**

**Schedule**

Every 2 Months, from 8/11/2014 to 6/5/2015

## Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

**Budget Rollup**

<b>Summary</b>	
<b>Description</b>	<b>Total</b>
<b>Grand Total</b>	<b>0</b>