

Orange County Public Schools

Eccleston Elementary



2019-20 Schoolwide Improvement Plan

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Eccleston Elementary

1500 AARON AVE, Orlando, FL 32811

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

Demographics

Principal: Janet Bittick

Start Date for this Principal: 1/23/2019

| | |
|--|--|
| 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 |
| 2018-19 Title I School | Yes |
| 2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 100% |
| 2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold) | Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Students With Disabilities |
| School Grades History | 2018-19: C (41%) 2017-18: C (45%) 2016-17: C (51%) 2015-16: F (25%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Southeast |
| Regional Executive Director | Diane Leinenbach |
| Turnaround Option/Cycle | N/A |
| Year | |
| Support Tier | |
| ESSA Status | CS&I |
| * 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

| | | |
|---|---|---|
| <p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p> | <p>2018-19 Title I School</p> <p>Yes</p> | <p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>100%</p> |
| <p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p> | <p>Charter School</p> <p>No</p> | <p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>99%</p> |

School Grades History

| Year | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|-------|---------|---------|---------|---------|
| Grade | C | C | C | F |

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Purpose and Outline of the SIP

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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

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 Leadership Team

Membership

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

| Name | Title | Job Duties and Responsibilities |
|--------------------|---------------------|--|
| Bittick, Janet | Principal | Principal of school |
| Lamar, Jermaine | Instructional Coach | Math instructional Coach |
| Miskovsky, Melissa | Instructional Coach | Science Instructional Coach, Lead Mentor |
| Sellers, Courtney | Guidance Counselor | Guidance Counselor |
| Hinton, Tami | Assistant Principal | |
| Alford, Michelle | Instructional Coach | |
| Sanders, Chastity | Dean | |

Early Warning Systems

Current Year

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

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|---------------------------------|-------------|----|----|----|----|----|---|---|---|---|----|----|-------|-----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Number of students enrolled | 0 | 0 | 0 | 0 | 0 | 97 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 97 |
| Attendance below 90 percent | 28 | 17 | 13 | 20 | 10 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 101 |
| One or more suspensions | 17 | 4 | 19 | 19 | 10 | 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 88 |
| Course failure in ELA or Math | 15 | 14 | 7 | 10 | 5 | 25 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 76 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 58 | 52 | 50 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 160 |

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 | 12 | 6 | 6 | 22 | 22 | 21 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 89 |

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 | 30 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 30 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

FTE units allocated to school (total number of teacher units)

30

Date this data was collected or last updated

Sunday 7/21/2019

Prior Year - As Reported

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

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|---------------------------------|-------------|----|----|----|----|----|---|---|---|---|----|----|-------|-----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Attendance below 90 percent | 23 | 24 | 21 | 23 | 11 | 24 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 126 |
| One or more suspensions | 0 | 1 | 3 | 5 | 3 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 |
| Course failure in ELA or Math | 12 | 5 | 13 | 15 | 31 | 22 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 98 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 54 | 44 | 38 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 136 |
| | 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 | 4 | 5 | 8 | 28 | 24 | 26 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 95 |

Prior Year - Updated

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

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|---------------------------------|-------------|----|----|----|----|----|---|---|---|---|----|----|-------|-----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Attendance below 90 percent | 23 | 24 | 21 | 23 | 11 | 24 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 126 |
| One or more suspensions | 0 | 1 | 3 | 5 | 3 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 |
| Course failure in ELA or Math | 12 | 5 | 13 | 15 | 31 | 22 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 98 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 54 | 44 | 38 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 136 |
| | 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 | 4 | 5 | 8 | 28 | 24 | 26 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 95 |

Part II: Needs Assessment/Analysis

School Data

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 | 2019 | | | 2018 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State |
| ELA Achievement | 32% | 57% | 57% | 34% | 56% | 56% |
| ELA Learning Gains | 43% | 58% | 58% | 54% | 55% | 55% |
| ELA Lowest 25th Percentile | 53% | 52% | 53% | 56% | 48% | 48% |
| Math Achievement | 39% | 63% | 63% | 44% | 63% | 62% |
| Math Learning Gains | 37% | 61% | 62% | 53% | 57% | 59% |
| Math Lowest 25th Percentile | 45% | 48% | 51% | 43% | 46% | 47% |
| Science Achievement | 36% | 56% | 53% | 30% | 55% | 55% |

| EWS Indicators as Input Earlier in the Survey | | | | | | | |
|---|-----------------------------------|---------|---------|---------|---------|---------|-----------|
| Indicator | Grade Level (prior year reported) | | | | | | Total |
| | K | 1 | 2 | 3 | 4 | 5 | |
| Number of students enrolled | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 97 (0) | 97 (0) |
| Attendance below 90 percent | 28 (23) | 17 (24) | 13 (21) | 20 (23) | 10 (11) | 13 (24) | 101 (126) |
| One or more suspensions | 17 (0) | 4 (1) | 19 (3) | 19 (5) | 10 (3) | 19 (3) | 88 (15) |
| Course failure in ELA or Math | 15 (12) | 14 (5) | 7 (13) | 10 (15) | 5 (31) | 25 (22) | 76 (98) |
| Level 1 on statewide assessment | 0 (0) | 0 (0) | 0 (0) | 58 (54) | 52 (44) | 50 (38) | 160 (136) |

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

| ELA | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2019 | 31% | 55% | -24% | 58% | -27% |
| | 2018 | 30% | 55% | -25% | 57% | -27% |
| Same Grade Comparison | | 1% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | 32% | 57% | -25% | 58% | -26% |
| | 2018 | 36% | 54% | -18% | 56% | -20% |

| ELA | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| Same Grade Comparison | | -4% | | | | |
| Cohort Comparison | | 2% | | | | |
| 05 | 2019 | 33% | 54% | -21% | 56% | -23% |
| | 2018 | 35% | 55% | -20% | 55% | -20% |
| Same Grade Comparison | | -2% | | | | |
| Cohort Comparison | | -3% | | | | |

| MATH | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2019 | 50% | 62% | -12% | 62% | -12% |
| | 2018 | 48% | 61% | -13% | 62% | -14% |
| Same Grade Comparison | | 2% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | 28% | 63% | -35% | 64% | -36% |
| | 2018 | 41% | 62% | -21% | 62% | -21% |
| Same Grade Comparison | | -13% | | | | |
| Cohort Comparison | | -20% | | | | |
| 05 | 2019 | 31% | 57% | -26% | 60% | -29% |
| | 2018 | 40% | 59% | -19% | 61% | -21% |
| Same Grade Comparison | | -9% | | | | |
| Cohort Comparison | | -10% | | | | |

| SCIENCE | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2019 | 36% | 54% | -18% | 53% | -17% |
| | 2018 | 29% | 53% | -24% | 55% | -26% |
| Same Grade Comparison | | 7% | | | | |
| Cohort Comparison | | | | | | |

Subgroup Data

| 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 2016-17 | C & C Accel 2016-17 |
| SWD | 6 | 18 | 20 | 6 | 9 | 20 | | | | | |
| ELL | 24 | 60 | | 33 | 67 | | | | | | |
| BLK | 33 | 43 | 55 | 39 | 36 | 43 | 34 | | | | |
| HSP | 26 | 53 | | 42 | 60 | | | | | | |
| FRL | 28 | 41 | 48 | 34 | 31 | 40 | 31 | | | | |

| 2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2015-16 | C & C Accel 2015-16 |
| SWD | 14 | 57 | 64 | 20 | 47 | 44 | | | | | |
| ELL | 38 | 75 | | 31 | 67 | | | | | | |
| BLK | 35 | 54 | 58 | 44 | 54 | 46 | 31 | | | | |
| HSP | 18 | | | 45 | | | | | | | |
| FRL | 31 | 52 | 56 | 42 | 51 | 44 | 27 | | | | |

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

| ESSA Federal Index | |
|---|------|
| ESSA Category (TS&I or CS&I) | CS&I |
| OVERALL Federal Index - All Students | 40 |
| OVERALL Federal Index Below 41% All Students | YES |
| Total Number of Subgroups Missing the Target | 2 |
| Progress of English Language Learners in Achieving English Language Proficiency | 35 |
| Total Points Earned for the Federal Index | 320 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 99% |

Subgroup Data

Students With Disabilities

| | |
|---|-----|
| Federal Index - Students With Disabilities | 11 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | 1 |

English Language Learners

| | |
|--|----|
| Federal Index - English Language Learners | 44 |
| English Language Learners Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years English Language Learners 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 | 41 |
|---|----|

| Black/African American Students | |
|--|-----|
| 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 | 45 |
| 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 |
| 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 |
| 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 | 37 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | 0 |

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends

Both English Language Arts (ELA) and mathematics scores declined this past year. ELA declined by 2%, while math declined by 5%. Contributing factors to the decline were students lacking basic foundational skills to perform at grade level and use critical thinking skills. Teachers need support in the ability to differentiate and work to build upon scholars' current level of knowledge to close individual achievement gaps.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline

Math had our highest decline with a 6% decrease, and a decrease of 16% in learning gains. Contributing factors to the decline were students lacking basic foundational skills to perform at grade level and use critical thinking skills. Teachers will continue to receive support in the ability to differentiate and building scholars' current level of knowledge to close individual achievement gaps.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends

The data component with the greatest gap compared to the state average is math, specifically in fourth grade. The school-to-state gap was 36% and the school-to-cohort gap was 20%. Contributing factors to the decline were students lacking basic foundational skills to perform at grade level and use critical thinking skills. Teachers will continue to receive support in the ability to differentiate and building scholars' current level of knowledge to close individual achievement gaps.

Which data component showed the most improvement? What new actions did your school take in this area?

Science was our strongest area with a six point increase in overall scholars scoring at a proficiency level (level 3 or above).

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Thirty-one students in current fifth grade scored a Level 1 on last year's FSA. Fifty-four students in current fourth grade scored a Level 1 on last year's FSA. Twenty-eight students in current fourth grade have two or more EWS indicators.

Two areas of concern that are noted are: the social-emotional state of many of our scholars. Eccleston has recently been identified as a "trauma informed school" and scholars are coming to school with a wide variety of issues that they are unprepared to deal with on a day-to-day basis. The issues that our scholars face directly correlate to the scholars' abilities to prioritize learning on a day-to-day basis. These issues cause behaviors which in turn cause scholars be removed from class for a time period and in more violent cases, they are suspended from school. The second area of concern is failing grades. These grades often correlates/related to the first issue, but also includes the teacher component and the fact that he/she may not be equipped with the knowledge and strategies needed to support and create a learning environment where both the social-emotional and academic learning are paired in a way that supports the whole child.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year

1. Social Emotional Learning (SEL) strategies and implementation.
2. Professional Development for staff to support use of high yield strategies in designing, planning and implementing daily instruction.
3. Differentiated Instruction in ELA and Math- designed to fill in gaps with foundational skills, while supporting mastery of current grade level content.
4. Small group teaching/support for all scholars: "Every Child, Every Day"
5. Use of the Acceleration model of instruction for "bubble" scholars.

Part III: Planning for Improvement

Areas of Focus:

| | |
|--|--|
| #1 | |
| Title | Teachers will provide standards-based instruction to increase student proficiency in English Language Arts. |
| Rationale | <p>OCPS aligns curriculum expectations to the Florida State Standards (FSS). The use of these standards, as well as the backwards design model, will ensure that teachers are planning for high quality instruction that focuses on a defined Depth of Knowledge (DOK) level and outcome for learning. Collaborative planning designed to ensure that all scholars in OCPS are engaged in rigorous learning activities, complex texts and critical thinking across all content areas. Current Eccleston data demonstrates that there continues to be a need for ensuring the alignment and monitoring for both mastery of standards (proficiency levels) and continued growth (learning gains) in all areas. Language Arts (Phonics, Phonemic Awareness, Fluency, Vocabulary, and Comprehension).</p> <p>ELA scores on the FSA will improve by 6 percentage points in each of the following areas: proficiency, learning gains, and bottom 25% learning gains.</p> |
| State the measureable outcome the school plans to achieve | Through Professional Learning Communities (PLCs), grade-level teams will meet weekly with leadership team members to develop and plan for instruction using and analyzing data from both i-Ready and common unit assessments. Through this planning process, teams will work to target skills and strategies that will support the mastery of standards (proficiency), as well as close achievement gaps (learning gains) as identified by the formative and summative assessments. |
| Person responsible for monitoring outcome | Michelle Alford (michelle.alford@ocps.net) |
| Evidence-based Strategy | <p>A key focus will be on backwards planning, use of high yield strategies, small group differentiated instruction, and analysis of data to support the MTSS process.</p> <p>Through PLCs, grade-level teams will meet weekly with administration and instructional coaches to develop and plan for instruction using and analyzing data from both i-Ready and common unit assessments. Through this planning process, teams will work to target skills and strategies that will support the mastery of standards (proficiency), as well as close achievement gaps (learning gains) as identified by the formative and summative assessments.</p> |
| Rationale for Evidence-based Strategy | Researched based “High Yield” strategies have been chosen to support our quest to increase student achievement. These strategies have demonstrated that when used effectively, with a high level of fidelity, they will support student achievement. Differentiating instruction will improve student achievement by meeting all learners’ needs. |
| Action Step | |
| Description | 1. Increase our systematic use of explicit instruction of ELA. Teachers will plan collaboratively using the FSS and the OCPS Scope and Sequence to ensure alignment. The "backward design" model for planning will be used to align the planning process with the use of formative data, differentiation of |

instruction, and monitoring for understanding. Teachers will use strategies in the area of close reading (District Professional Learning Community (DPLC)). Teachers make content, skills, and concepts explicit by showing and telling students what to do or think while solving problems, enacting strategies, completing tasks and classifying concepts. Teachers use explicit instruction when students are learning new material and complex concepts and skills. They strategically choose examples and non-examples and language to facilitate student understanding, anticipate common misconceptions, highlight essential content, and remove distracting information. They model and scaffold steps or processes needed to understand content and concepts, apply skills, and complete tasks successfully and independently.

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

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

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

5. Develop and implement a system of teaching social behaviors. Teachers should explicitly teach appropriate interpersonal skills, including communication and self-management, aligning lessons with classroom and school wide expectations for student behavior. Prior to teaching, teachers should determine the nature of the social skill challenge. If students do not know how to perform a targeted social skill. Direct social skill instruction should be provided until mastery is achieved. If students display performance problems, the appropriate social skill should initially be taught, then

emphasis should shift to prompting the Support of High Yield Strategies ensuring the “appropriate” behavior accesses the same or a similar outcome (i.e., is reinforcing to the student) as the problem behavior.

**Person
Responsible**

Michelle Alford (michelle.alford@ocps.net)

| | |
|---|---|
| #2 | |
| Title | Teachers will deliver standards-based instruction to increase the level of student proficiency in mathematics. |
| Rationale | <p>OCPS aligns curriculum expectations to the Florida State Standards (FSS). The use of these standards, as well as the backwards design model, will ensure that teachers are planning for high quality instruction that focuses on a defined Depth of Knowledge (DOK) level and outcome for learning. Collaborative planning designed to ensure that all scholars in OCPS are engaged in rigorous learning activities, complex texts and critical thinking across all content areas. Current Eccleston data demonstrates that there continues to be a need for ensuring the alignment and monitoring for both mastery of standards (proficiency levels) and continued growth (learning gains) in the area of mathematics.</p> <p>Mathematics scores on the FSA will improve by 6 percentage points in each of the following areas: proficiency, learning gains, and bottom 25% learning gains.</p> |
| State the measurable outcome the school plans to achieve | Through school-based Professional Development and the Professional Learning Community (PLC) process, grade-level teams will meet weekly with leadership team members to develop and plan for instruction using and analyzing data from both i-Ready and common unit assessments. Through this planning process, teams will work to target skills and strategies that will support the mastery of standards (proficiency), as well as close the achievement gaps (learning gains) as identified by the formative and summative assessments. |
| Person responsible for monitoring outcome | Jermaine Lamar (jermaine.lamar@ocps.net) |
| Evidence-based Strategy | <p>A key focus will be on backwards planning, use of high yield strategies, small group differentiated instruction and analysis of data to support the MTSS process.</p> <p>Through PLCs, individual teams will meet weekly with administration and instructional coaches to develop and plan for instruction using and analyzing data from both i-Ready and common unit assessments. Through this planning process, teams will work to target skills and strategies that will support the mastery of standards (proficiency), as well as close achievement gaps (learning gains) as identified by the formative and summative assessments.</p> |
| Rationale for Evidence-based Strategy | Researched based “High Yield” strategies have been chosen to support our quest to increase student achievement. These strategies have demonstrated that when used effectively, with a high level of fidelity, they will support student achievement. Differentiating instruction will improve student achievement for those students in the bottom quartile. |
| Action Step | |
| Description | 1. Increase our systematic use of explicit instruction in Math. Teachers will plan collaboratively using the FSS and the OCPS Scope and Sequence to ensure alignment. The "backward design" model for planning will be used to align the planning process with the use of formative data, differentiation of instruction, and monitoring for understanding. Teachers make content, skills |

and concepts explicit by showing and telling students what to do or think while solving problems, enacting strategies, completing tasks and classifying concepts. Teachers use explicit instruction when students are learning new material and complex concepts and skills. They strategically choose examples and non-examples and language to facilitate student understanding, anticipate common misconceptions, highlight essential content, and remove distracting information. They model and scaffold steps or processes needed to understand content and concepts, apply skills, and complete tasks successfully and independently.

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

3. Develop and implement the use flexible grouping. Implement daily small group instruction to provide opportunities for teachers to differentiate instructional strategies to close learning gaps, support engagement, and monitor progression of learning.

Teachers assign students to homogeneous and heterogeneous groups based on explicit learning goals, monitor peer interactions, and provide positive and corrective feedback to support productive learning. Teachers use small learning groups to accommodate learning differences, promote in-depth academic related interactions and teach students to work collaboratively. They choose tasks that require collaboration, issue directives that promote productive and autonomous group interactions, and embed strategies that maximize learning opportunities and equalize participation. Teachers promote simultaneous interactions, use procedures to hold students accountable for collective and individual learning, and monitor and sustain group performance through proximity and positive feedback.

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

**Person
Responsible**

Jermaine Lamar (jermaine.lamar@ocps.net)

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| #3 | |
| Title | Reduce referrals and/or out of school suspensions by 10%. Reduce the number of scholars in individual early warning categories and with two or more categories by 5%. |
| Rationale | Eccleston has been designated as a “Trauma Informed School” based on the social emotional needs of our scholars. Training for staff and supports for scholars are needed to create a learning environment that supports positive behavior systems and academic success. |
| State the measureable outcome the school plans to achieve | Reduce referrals and/or out of school suspensions by 10%. Reduce the number of scholars in individual early warning categories and with two or more categories by 5%. Monthly Behavior team and Threat Assessment team meetings will be held to discuss scholars indicating concerns and who need additional support. The scholars discussed in these meetings will be cross referenced with attendance and academic MTSS to determine the various areas of struggle for individual scholars. |
| Person responsible for monitoring outcome | Courtney Sellers (courtney.sellers@ocps.net) |
| Evidence-based Strategy | Positive Behavior, Intervention, and Support (PBIS), trauma informed research, and social-emotional supports will be used to help provide teachers with the background and information needed to support scholars’ social-emotional needs. |
| Rationale for Evidence-based Strategy | PBIS is a widely used intervention system to support school-wide behaviors and expectations. Trauma informed focus used the ACE model of childhood traumas to identify, focus, and align support systems for scholars. |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. Leadership team will develop a school-wide system of positive behavior support: (PBIS) The leadership team will work with research-based PBIS materials and strategies to determine a set of concise school-wide behavior expectations. 2. Develop and implement a system of teaching social behaviors. Teachers should explicitly teach appropriate interpersonal skills, including communication and self-management, aligning lessons with classroom and school wide expectations for student behavior. Prior to teaching, teachers should determine the nature of the social skill challenge. If students do not know how to perform a targeted social skill, direct social skill instruction should be provided until mastery is achieved. If students display performance problems, the appropriate social skill should initially be taught, then emphasis should shift to prompting the Support of High Yield Strategies ensuring the “appropriate” behavior accesses the same or a similar outcome (i.e., is reinforcing to the student) as the problem behavior. In addition to resources and time being given in the ELA content time, teachers will be given resources to implement weekly lessons during the Health block. 3. Develop and Implement the “House” system to support class and team |

spirit: Teachers and staff will develop and implement the house system to bring forth school spirit and cohesiveness. Monthly activities will support teams earning points for recognition and prizes. Staff will be trained in strategies that promote engagement in learning and in class culture building.

4. Develop and Implement a Positive Attendance program: The leadership team will work with parents and staff to monitor and encourage positive attendance and scholars getting to school on time on a daily basis. Leadership will develop incentives that encourage scholars to make attendance at school a priority.

Person Responsible Courtney Sellers (courtney.sellers@ocps.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

NONE

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

Our mission is to lead our students to success with the support and involvement of families and the community. Eccleston provides a plethora of activities, resources, and partnerships to ensure the fulfillment of this mission. Our families, community members, and any additional stakeholders are invited to join School Advisory Council (SAC) to have a part in the planning and implementation of the PFEP and SIP annually. Stakeholders are also invited to participate on our PTA and attend events such as curriculum nights, Boo Hoo breakfast, and Teach-In. Two parent/guardian conference nights are held annually with ongoing opportunities for parents and community members to be involved with the learning experience at Eccleston. In addition to events, we have school personnel that specialize in building the bridge between home, the school, and the community. Eccleston's Community Involvement Coordinator and Parent Engagement Liaison often facilitate experiences for Eccleston staff to go into the community to further support our mission.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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

Eccleston Elementary is staffed with a school counselor who works closely with administration, the dean, and school staff members to ensure that the social-emotional needs of all students are being met. The school counselor provides lessons in the classroom, small group lessons that target anger management, self-regulation for behavior, and social skills.

Professional Development is given to staff on social/emotional topics such as suicide awareness, child abuse, trauma, verbal de-escalation strategies, anti-bullying and behavior interventions. Eccleston was recently selected to participate in a grant funded initiative to provide trauma-informed care to all students by all staff members. Every staff member on the Eccleston campus will receive a series of trainings that target effective ways to interact with students to ensure social and emotional well-being with an emphasis on the interactions with students who have experienced traumatic life experiences.

In addition to the social-emotional support provided by our school-based counselor, Eccleston works closely with district approved vendors such as Devereux Florida, Adapt Behavioral Services and Kinder Consulting & Parents Too for outside mental health and counseling services. Through additional partnerships, such as Dad's Pro, My Brother's Keeper mentoring program, Family and Friends United, and Wake Up Mentoring, the students at Eccleston are able to select or be selected for the type of support that is best suited for their individual needs. Extra-Curricular activities are also offered that promote social growth such as Girl Scouts, STEM, Basketball, Pep Band, Dance, Art, as well as Gardening. Each of the initiatives outlined have been strategically chosen as a part of our Culturally Responsive Plan to help ensure students are connected to Eccleston in a positive manner during and outside of school hours. Students are encouraged to actively engage in their education to ensure success.

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

The school works with a variety of pre-kindergarten schools in the area to provide tours of the school for zoned students. This helps to ensure that new kindergarten students are familiar with the school prior to the first day. Additionally, incoming kindergartners are screened with the Florida Kindergarten Readiness Screener within the first 30 days of school to provide teachers with the necessary data to individualize instruction to meet the needs of each student.

In the spring, current grade level instructors meet with upper grade level instructors to form tentative upper grade classrooms for the upcoming school year. Academic levels, behavior, ELL needs, ESE needs, gender, learning styles, personality, and race are considered when classroom rosters are being built. Each year, an Eccleston representative communicates with the feeder pattern middle schools concerning the needs of the rising sixth grade students.

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

Eccleston's instructional staff will use core reading and math programs along with research-based supplemental resources to teach the Florida Standards. Prior year's assessment data,

beginning of the year assessments, and diagnostic assessments will be used to place students in strategic intervention groups that address student instructional needs for Tier II and Tier III interventions, according to the state's Multi-Tiered Systems of Support process. A progress monitoring plan will be implemented to ensure student achievement. From this information, professional development, coaching support and other resources will be identified to assist with instruction and behavior management.

Title I Part A:

Title I funds will be used to purchase positions for staff members who serve our entire student population such as instructional support teachers, paraprofessionals, and hourly tutors. Title I provides funds for tutoring and a Parent Involvement position.

SAI funds:

SAI funds will be used to provide tutoring and materials for level 1 third grade students and levels 1 & 2 fourth and fifth grade students. A summer reading camp is available for third grade students who scored level one on FSA.

Tutoring services and materials for students in kindergarten through fifth grades are provided. The tutoring focuses on reading, math and science. It is offered on Tuesday and Thursday afternoons, as well as Saturdays throughout the school year.

Title X: Homeless

The homeless education program, provided through the McKinney Vento Act, assists our students and their families, if they are classified homeless. The parent engagement liaison is the contact for this program.

Nutrition:

Eccleston is designated as a Provision 2 school which allows the school to provide free breakfast and lunch to all students.

Adult Education: A parental involvement coordinator provide training for parents to help their children at home with their school work.

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

Each student will be provided a binder or organizational tool in which he or she is required to keep materials for each subject. Students are taught study skills, test preparation, time management, and the writing process. The school also works to develop and support a college and career atmosphere through the use of bulletin boards and signage relating to careers and colleges. A college-focused cafeteria spotlights a college each month, displaying notable graduates and biographical information for students to read.

Jobs in the classrooms are related to real-world occupations in order to help foster the connection between school and future careers. An annual Teach In event in November encourages adults to share information about their careers with the students. A special second grade project from our school counselor allows Tracker, the stuffed dog, to travel home with a student each week and go to work with the child's parents. Tracker brings a report of his adventures back to the classroom, so that the students can learn about the various careers of the parents in their class.

Part V: Budget

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| 1 | III.A. | Areas of Focus: Teachers will provide standards-based instruction to increase student proficiency in English Language Arts. | \$0.00 |
| 2 | III.A. | Areas of Focus: Teachers will deliver standards-based instruction to increase the level of student proficiency in mathematics. | \$0.00 |
| 3 | III.A. | Areas of Focus: Reduce referrals and/or out of school suspensions by 10%. Reduce the number of scholars in individual early warning categories and with two or more categories by 5%. | \$0.00 |
| Total: | | | \$0.00 |