

Orange County Public Schools

Eccleston Elementary



2018-19 Schoolwide Improvement Plan

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Eccleston Elementary

1500 AARON AVE, Orlando, FL 32811

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

School Demographics

School Type and Grades Served
(per MSID File)

Elementary School
PK-5

2018-19 Title I School

Yes

2018-19 Economically Disadvantaged (FRL) Rate
(as reported on Survey 3)

100%

Primary Service Type
(per MSID File)

K-12 General Education

Charter School

No

2018-19 Minority Rate
(Reported as Non-white on Survey 2)

99%

School Grades History

Year
Grade

2017-18
C

2016-17
C

2015-16
F

2014-15
F*

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://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.

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
Helton, Julie	Principal
Young, Terranesha	Assistant Principal
Agbonkhese, Claudette	Instructional Coach
Chandler, Betty	Other
Chandler, Gregory	Other
Clark, Mary	Instructional Coach
Kaufman, Simone	Instructional Coach
Lamar, Jermaine	Instructional Coach
Miskovsky, Melissa	Instructional Coach
Redding, Janice	Instructional Coach
Sellers, Courtney	Guidance Counselor

Duties

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

The Leadership team meets one time each week to collaborate on school-based decisions as identified from multiple data sources. The roles for the Leadership team members are as follows:

Julie Helton, Principal: Dr. Helton serves as the facilitator of all progress monitoring meetings that are held to determine and implement strategies and practices required to meet the needs of all students at Eccleston. Dr. Helton ensures that the school staff meets all instructional expectations for the district and state through daily classroom walk-throughs. Dr. Helton works with the Leadership team to develop the school professional development calendar and provides professional development on the Marzano Instructional Framework and instructional best practices. She also works with the school secretary/ bookkeeper to ensure that appropriate resources and curriculum are provided to the staff for meeting student needs. Dr. Helton serves as a Literacy team

member, Behavior Leadership team member, and a Multi-Tiered Systems of Support team member.

Terranesha Young, Assistant Principal: Ms. Young co-facilitates all progress monitoring meetings that are held to determine and implement strategies and practices required to meet the needs of all students at Eccleston. Ms. Young ensures that the school staff meets all instructional expectations for the district and state through daily classroom walk-throughs. Ms. Young works with the Leadership team to develop the school professional development calendar and provides professional development on the Marzano Instructional Framework and instructional best practices. She serves as a Literacy team member, Behavior Leadership team member, and a Multi-Tiered Systems of Support team member.

Claudette "Nicole" Agbonkhese, Instructional Coach/Dean: Ms. Agbonkhese is the key leader of the behavior and discipline team for the school. She collaborates with school administration, teachers, and school staff to develop school-wide behavioral expectations and systems. Ms. Agbonkhese develops behavior contracts for students in need of additional behavioral support. She intervenes when student behaviors escalate, collaborates with administration to assign consequences for discipline infractions, and develops preventative behavior measures for possible future discipline infractions. Ms. Agbonkhese collaborates with the school staff to set up mentorship programs for students in need. She also works closely with the school counselor to ensure that students' social-emotional needs are being addressed.

Betty Chandler, Parental Involvement: Mrs. Chandler serves as the parental involvement coordinator, ADDitions volunteer, and Partners in Education Coordinator. Through active community outreach, Mrs. Chandler facilitates the school-to-home connection through a wide variety of parent education events and the provision of resources to ensure that students have their basic needs of clothing and food met.

Gregory Chandler, Parental Engagement Liaison: Mr. Chandler works with parents and teachers to ensure that the lines of communication are always open. He provides materials and training for parents to learn how to better assist their children with academics at home. Mr. Chandler also assists the parental involvement coordinator with integrating ADDitions volunteers and Partners in Education into our school family to meet the needs of our student population.

Mary Clark, Staffing Specialist/ESOL Compliance Teacher: Ms. Clark monitors and supports the exceptional student education (ESE) and English language learner (ELL) programs at the school by ensuring that all district, state, and federal guidelines are met. Ms. Clark supports classroom instruction by pushing into multiple classrooms to provide focused, differentiated small group instruction on targeted reading skills.

Simone Kaufman, MTSS Coach: Mrs. Kaufman supports teachers of students in grades kindergarten through fifth on the effective implementation of the MTSS framework. She manages and monitors the MTSS process for all students, and provides professional development opportunities for staff members related to the framework.

Jermaine Lamar, Math Coach: Mr. Lamar supports kindergarten through fifth grades for math instruction, through the facilitation of math common planning meetings. Mr. Lamar supports classroom instruction by pushing into multiple classrooms to provide focused, differentiated small group instruction on targeted skills. He also provides professional development opportunities for all staff members.

Melissa Miskovsky, Science Coach: Mrs. Miskovsky supports kindergarten through fifth grades for science instruction, through the facilitation of science common planning meetings. Mrs. Miskovsky supports classroom instruction by pushing into multiple classrooms to provide focused, differentiated small group instruction on targeted skills. She also provides professional development opportunities for all staff members.

Janice Redding, Reading Coach: Ms. Redding supports third through fifth grades for reading instruction through the facilitation of reading and language arts common planning meetings. She supports classroom instruction by pushing into multiple classrooms to provide focused, differentiated small group instruction on targeted reading skills. She provides professional development opportunities for all staff members.

Early Warning Systems

Year 2017-18

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 identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	4	5	8	28	24	26	0	0	0	0	0	0	0	95

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	9	0	0	0	0	0	0	0	0	0	9
Retained Students: Previous Year(s)	0	0	0	5	1	0	0	0	0	0	0	0	0	6

Date this data was collected

Tuesday 7/24/2018

Year 2016-17 - 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	20	19	17	15	16	17	0	0	0	0	0	0	0	104
One or more suspensions	0	3	1	4	4	13	0	0	0	0	0	0	0	25
Course failure in ELA or Math	16	4	1	33	9	16	0	0	0	0	0	0	0	79
Level 1 on statewide assessment	0	0	0	56	52	46	0	0	0	0	0	0	0	154

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	7	5	1	28	17	20	0	0	0	0	0	0	0	78

Year 2016-17 - 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	20	19	17	15	16	17	0	0	0	0	0	0	0	104
One or more suspensions	0	3	1	4	4	13	0	0	0	0	0	0	0	25
Course failure in ELA or Math	16	4	1	33	9	16	0	0	0	0	0	0	0	79
Level 1 on statewide assessment	0	0	0	56	52	46	0	0	0	0	0	0	0	154

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	7	5	1	28	17	20	0	0	0	0	0	0	0	78

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The data indicates that Eccleston's Science achievement/proficiency data reflected the greatest academic deficiency. There was a 4% decline in overall proficiency (students scoring a level 3 or above) and a 25% difference between school-based data and that of the district and state. Although Eccleston's science proficiency scores increased seventeen

percentage points during the 2016-2017 school year, historically this has been an area of concern.

Which data component showed the greatest decline from prior year?

Eccleston's overall proficiency data in Math, ELA, and Science showed an insignificant differential range between the prior and current school years. Each content level increased or decreased no more than 5% for proficiency. The data does reflect a 19% decrease in learning gains for students that are in Eccleston's lowest 25 percentile of students in math. Math learning gains for this subgroup decreased from 62% to 43%.

Which data component had the biggest gap when compared to the state average?

When compared to the state average, Eccleston's science scores had the largest gap. The state and district science achievement average is 55%. Eccleston's overall science achievement is 30%. 25 percentage points made up the difference between the achievement of the scholars at Eccleston and the average of the students in the state.

Which data component showed the most improvement? Is this a trend?

The ELA Learning Gains component showed the most improvement. 51% of Eccleston's students made a learning gain as defined by the state's criteria in the prior year, while 54% made a learning gain during the 2017-2018 school year. Historically, this component has not showed the most improvement; however, students have shown an increase in ELA learning gains over the past two school years.

Describe the actions or changes that led to the improvement in this area

There were several changes that led to the slight increase in the improvement of Eccleston's ELA learning gain data. At the start of the school year, students were assessed to identify which targeted intervention program would best meet their needs. Once the targeted program was selected, students were homogeneously assigned to small groups that were supported by the school leadership team and other school personnel. As students demonstrated mastery and increased reading ability using the program that they were initially assigned to, students were moved to a new group and/or program that could continue to meet the student's needs. Additionally, the reading coaches structured their Professional Learning Communities to further build teacher capacity and to assist in planning effective lessons to be implemented in the classroom. Through walk-throughs, the administrators provided feedback and held teachers accountable for quality instruction.

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	2018			2017		
	School	District	State	School	District	State
ELA Achievement	34%	56%	56%	31%	54%	55%
ELA Learning Gains	54%	55%	55%	51%	58%	57%
ELA Lowest 25th Percentile	56%	48%	48%	64%	53%	52%
Math Achievement	44%	63%	62%	43%	61%	61%
Math Learning Gains	53%	57%	59%	69%	64%	61%
Math Lowest 25th Percentile	43%	46%	47%	62%	54%	51%
Science Achievement	30%	55%	55%	35%	50%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	23 (20)	24 (19)	21 (17)	23 (15)	11 (16)	24 (17)	126 (104)
One or more suspensions	0 (0)	1 (3)	3 (1)	5 (4)	3 (4)	3 (13)	15 (25)
Course failure in ELA or Math	12 (16)	5 (4)	13 (1)	15 (33)	31 (9)	22 (16)	98 (79)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	54 (56)	44 (52)	38 (46)	136 (154)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	30%	55%	-25%	57%	-27%
	2017	28%	57%	-29%	58%	-30%
Same Grade Comparison		2%				
Cohort Comparison						
04	2018	36%	54%	-18%	56%	-20%
	2017	39%	57%	-18%	56%	-17%
Same Grade Comparison		-3%				
Cohort Comparison		8%				
05	2018	35%	55%	-20%	55%	-20%
	2017	33%	51%	-18%	53%	-20%
Same Grade Comparison		2%				
Cohort Comparison		-4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	48%	61%	-13%	62%	-14%
	2017	49%	63%	-14%	62%	-13%
Same Grade Comparison		-1%				
Cohort Comparison						
04	2018	41%	62%	-21%	62%	-21%
	2017	40%	64%	-24%	64%	-24%
Same Grade Comparison		1%				
Cohort Comparison		-8%				
05	2018	40%	59%	-19%	61%	-21%
	2017	39%	56%	-17%	57%	-18%
Same Grade Comparison		1%				
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	29%	53%	-24%	55%	-26%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	14	57	64	20	47	44					
ELL	38	75		31	67						
BLK	35	54	58	44	54	46	31				
HSP	18			45							
FRL	31	52	56	42	51	44	27				

2017 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	24	71	69	14	62	60	9				
ELL	32	56		36	69						
BLK	31	51	67	43	68	61	34				
HSP	36			45							
FRL	29	50	65	43	69	66	36				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title

Through the implementation and monitoring of the MTSS framework for academics and behavior, there will be an increase in student achievement.

Rationale

Based on our subgroup academic data, there is a need for strategic intervention for students that are struggling. Through the use of the MTSS framework with ongoing monitoring, students will be quickly identified and research-based interventions to meet their needs will be implemented and assessed for effectiveness. This process will ensure that all students are consistently progressing towards grade level expectations.

Intended Outcome

Through the effective implementation of the MTSS framework with on going monitoring, 80% of students, including those that make up varying subgroups, will achieve a learning gain in ELA and Math. 40% of students will demonstrate proficiency in ELA and science, and 50% of students will demonstrate proficiency in math as determined by FSA scores for the 2018-2019 school year.

Point Person

Julie Helton (julie.helton@ocps.net)

Action Step

Description

At the start of the school year, all teachers will be provided with training on effective implementation of the MTSS framework by Mrs. Kaufman, the MTSS coach. Quarterly, teachers will monitor the progress of all of their students. Administrators will monitor the fidelity of this expectation. Based on the the data collected, teachers will work with the MTSS coach to determine if monitoring on a more frequent basis is necessary to ensure students are successfully progressing with the content being taught. As students demonstrate struggle or success during the agreed upon progress monitoring time, teachers will make effective instructional adjustments to meet the needs of each individual student and document their interventions and the student outcomes. Instructional coaches and the administrative team will monitor the effectiveness of this cycle on an ongoing basis. Monthly, teachers will meet with the MTSS Coach and an administrator to gain support, review MTSS documents, and receive training to ensure effective implementation of the framework.

Person Responsible

Simone Kaufman (simone.kaufman@ocps.net)

Plan to Monitor Effectiveness

Description

On an ongoing basis (Monthly), MTSS documents including data graphs will be monitored for academic improvement and for the need for adjustments in instruction.

Person Responsible

Simone Kaufman (simone.kaufman@ocps.net)

Activity #2

Title

In alignment with the District Professional Learning Community (DPLC) objectives, staff will provide a rigorous curriculum with an intense focus on the use of close reading strategies across content areas facilitated in the collaborative planning process.

Rationale

Grade level proficiency data over the past two years has been stagnant across content areas. Implementing instructional best practices that align with the DPLC objectives and close reading strategies across all content areas will provide students with the skills necessary to gain an understanding of content beyond what is explicitly stated in every subject area. This will facilitate in increasing student achievement.

Intended Outcome

With an intense focus on the use of close reading strategies across content areas, 80% of students, including those that make up varying subgroups, will achieve a learning gain in ELA and Math. 40% of students will demonstrate proficiency in ELA and science, and 50% of students will demonstrate proficiency in math as determined by FSA scores for the 2018-2019 school year.

Point Person

Julie Helton (julie.helton@ocps.net)

Action Step

Description

The DPLC team will continue to attend ongoing training and collaborative sessions to gain best practices and strategies to share during school-wide professional development. Best practices for implementation will be embedded into weekly PLCs. A walk-through protocol will be developed and used by the instructional coaches and administrators to provide targeted feedback that relates to the implementation of close reading strategies and how they impact student learning outcomes in all subject areas. Student achievement data will be reviewed collaboratively to discuss how close reading strategies can be further used to eliminate student deficiencies.

Person Responsible

Terranesha Young (terranesha.young@ocps.net)

Plan to Monitor Effectiveness

Description

The administrative team will conduct daily walk-throughs to observe the evidence of implementation of close reading strategies across content areas and provide feedback to increase effectiveness daily. Lesson plans will also be reviewed weekly to ensure effective planning for close reading opportunities is taking place. Formative student assessment data will be collected and monitored during weekly data meetings with teachers, instructional coaches, and administrators to determine when additional teacher support is needed and when instructional shifts may be needed to ensure student achievement for all.

Person Responsible

Julie Helton (julie.helton@ocps.net)

Activity #3

Title

The student attendance rate will increase by 1% over the 2018-2019 school year.

Rationale

Over the past three school years, there has been a slight, but steady decrease in the student attendance rate at Eccleston. The attendance rate for the 2016-2017 school year was 94.16%. Slightly decreasing, the 2017-2018 school year attendance rate was 93.81%

Intended Outcome

Eccleston intends to increase the attendance rate by 1% in the 2018-2019 school year by implementing culturally responsive initiatives such as the My brother's Keeper Mentoring Program and Chess to actively engage students in the learning process. By providing students with incentives, mentors, connections to the school beyond academics, and traditional parental support, students and their parents will become more proactive in ensuring that they are in attendance during and outside of regular school hours.

Point Person

Terranesha Young (terranesha.young@ocps.net)

Action Step

Description

At the start of the school year, the assistant principal will manage the implementation of culturally responsive initiatives including Culturally Responsive Instruction, Chess, the My Brother's Keeper Mentoring Program, and Restorative Justice Practices to actively engage students in the learning process. Eccleston's parent engagement liaison, Mr. Chandler will be responsible for implementing the chess and My Brother's Keeper Program. Monthly the assistant principal will meet with him to review student attendance and academic data of the targeted students to monitor their progress. School-wide walk-through tools will include areas to provide ongoing feedback related to cultural responsive instruction and representation within lessons. Based on walk-through trends, teachers will be guided during PLCs on how to continue to effectively embed culturally responsive practices in their day-to-day lessons. In addition to efforts related to culturally responsive practices, Ms. Young, the assistant Principal will meet monthly with the child study team to follow up on the implementation of the OCPS attendance policies and procedures for any students that have been absent routinely to determine needs for intervention.

Person Responsible

Terranesha Young (terranesha.young@ocps.net)

Plan to Monitor Effectiveness

Description

Ms. Young, the assistant principal, will meet monthly with the leads of all of the Culturally Responsive Initiatives and the Registrar to monitor the attendance rates of individual students and school-wide trends to determine if there is a need for intervention.

Person Responsible

Terranesha Young (terranesha.young@ocps.net)

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 Pilot SIP 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 SAC to have a part in the planning and implementation of the PIP and SIP annually. Stakeholders are also invited to participate on our PTA and to attend events such as curriculum nights, Boo Hoo Breakfast, Dads and Donuts, and Teach-In. Two parental 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 Parental 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 Konsulting & 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

Total:	\$0.00
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