

Orange County Public Schools

Eagles Nest Elementary



2018-19 Schoolwide Improvement Plan

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Eagles Nest Elementary

5353 METROWEST BLVD, Orlando, FL 32811

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

School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	D	D*

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
Despenza, Britt	Principal
Johnson, Andrea	Assistant Principal
Wright, Lovelle	Teacher, ESE
Harden, LaTonya	Teacher, K-12
Diaz, Karen	Teacher, K-12
Backherms, Cara	Teacher, K-12

Duties

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

Eagle's Nest principal, Britt Despenza, is an instructional leader who sustains a shared vision for the students' academic achievement. She ensures rigorous, standards-based instruction takes place on a daily basis. She supports continuous professional development opportunities for all teachers. The principal oversees schoolwide safety and efficient operations. She is in constant communication and collaboration with the surrounding community and its stakeholders.

The Assistant Principal, Andrea Johnson, is an instructional leader who assists and supports all of the principal's initiatives and duties. She is responsible for professional development on Marzano's Instructional Framework and School Safety and Emergency Management. She is also the lead for Deliberate Practice and iObservation. Ms. Johnson is also the lead for the following initiatives: Title I Documentation, common planning, and facilities management.

The CRT, Cara Backherms provides professional development on best instructional practices, classroom coaching, and feedback to Marzano elements. She supports the teachers in locating and using instructional materials that support best practices. The instructional coach oversees the mentor/mentee program. She is the school's testing coordinator, which includes The Florida Standards Assessment (FSA), OCPS Benchmarks and End-of-Course Assessments. She is the lead for the following initiatives: curriculum materials/inventory, technology materials/inventory, Progress Book, progress monitoring records, weekly staff newsletter, master calendar, school events, Teach-In, ADDitions, and field trips.

The English Language Arts (ELA) Resource Teacher, Karen Diaz, collaborates with teachers on

differentiated best instructional practices. She attends common planning to support the design of rigorous unit plans for whole group reading, centers, reading groups, text-based writing, CLOSE reads, and reading interventions. In addition she is the lead for the following initiatives: extended media, non-fiction text resources (science and social studies), ELA mentor/modeling, ELA professional development, Accelerated Reader (AR) Program and Incentives, ELA Grants, literacy events, oration/speech contests, iReady, Book Club, and Battle of the Books Initiative.

As Staffing Specialist, Lovelle Wright is the lead for our ESE team. She coordinates all student staffing documentation, progress monitoring, and meetings. She is our Section 504 and Individualized Education Program (IEP) manager. She also oversees the ESE buses. Additionally, she is the MTSS Coordinator who provides intervention support for teachers and assists in progress monitoring at-risk students. She leads the team assists with whole school screening programs and she assists in the design and implementation for progress monitoring, data collection, and data analysis.

The Math Resource Teacher, Andrea Hale collaborates with teachers on differentiated, best instructional practices. She meets weekly during PLC/common planning to support the design of rigorous unit plans for whole group math lessons, math centers, math interventions, and math resources. In addition, she is the lead for the following initiatives: math fluency plan (schoolwide), math mentor/modeling, math professional development, and iReady math.

Ms. Harden, is an additional ELA Resource Teacher who primarily serves the primary grades. She collaborates with teachers on differentiated best instructional practices. She attends common planning to support the design of rigorous unit plans for whole group reading, centers, reading groups, text-based writing, CLOSE reads, and reading interventions. Additionally, she is the lead teacher for our tutoring program.

Ms. Scheid, our Behavior Specialist, works closely with our ESE population of students. She assists teachers with implementing behavior plans and working on the MTSS process. Additionally, she develops and maintains our schoolwide discipline and behavior plan with the members of our discipline team. Her and the team work to provide support to a multi-disciplinary group whose purpose is meeting regularly to support their target audience with social and emotional needs. The behavior/discipline team focuses on preventing the threat and/or crisis before it occurs. The team provides professional development to our staff on how to effectively manage classrooms and the school environment. This team also works with teachers on how to recognize early warning signs and red flags of behavior concerns and then teaches them how to redirect and modify behaviors.

Ms. Claudette Monroe, Instructional Coach, will support all teachers based on a tiered system of need. Ms. Monroe will model lessons, conduct peer observations and assist teachers with improving methods of instructional delivery. Ms. Monroe will also conduct new teacher monthly meetings and provide strategies for maximum student achievement.

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	24	27	33	18	24	24	0	0	0	0	0	0	0	150
One or more suspensions	1	4	3	6	1	11	0	0	0	0	0	0	0	26
Course failure in ELA or Math	19	10	32	27	39	1	0	0	0	0	0	0	0	128
Level 1 on statewide assessment	0	0	0	48	57	62	0	0	0	0	0	0	0	167

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	6	1	11	32	43	23	0	0	0	0	0	0	0	116

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	18	0	0	0	0	0	0	0	0	0	18
Retained Students: Previous Year(s)	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Date this data was collected

Tuesday 7/17/2018

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	22	31	21	13	10	19	0	0	0	0	0	0	0	116
One or more suspensions	4	9	6	3	4	16	0	0	0	0	0	0	0	42
Course failure in ELA or Math	22	35	20	11	42	16	0	0	0	0	0	0	0	146
Level 1 on statewide assessment	0	0	0	50	46	70	0	0	0	0	0	0	0	166
	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	11	18	6	16	33	27	0	0	0	0	0	0	0	111

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	22	31	21	13	10	19	0	0	0	0	0	0	0	116
One or more suspensions	4	9	6	3	4	16	0	0	0	0	0	0	0	42
Course failure in ELA or Math	22	35	20	11	42	16	0	0	0	0	0	0	0	146
Level 1 on statewide assessment	0	0	0	50	46	70	0	0	0	0	0	0	0	166
	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	11	18	6	16	33	27	0	0	0	0	0	0	0	111

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?

ELA Achievement was the lower than Math Achievement by 5% however, Math Learning Gains and Math scores in the lowest 25th percentile were lower than both achievement levels. It is a trend across both content areas that learning gains have decreased from the prior school year.

Which data component showed the greatest decline from prior year?

The greatest decline is seen in the math learning gains. There was a drop of 20% from the prior school year.

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

Compared to the state average, the biggest gap occurred in math scores. Math Achievement at Eagle's Nest was 12 percent lower than the state average, Math Learning Gains were 23 percent lower than the state average, and Math Lowest 25th Percentile was 12 percent lower than the state average.

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

The Lowest 25th Percentile scores for ELA showed the most improvement compared to the state average. ELA Achievement and Math Achievement were both very close to showing the most improved, with 1 percent and 2 percent respectively.

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

The biggest action that has led to the improvement of student achievement in both ELA and Mathematics is an intense focus on planning and delivering standards based lessons that meet the intent of the standards. Our teachers work collaboratively to develop lessons and activities for students to engage with. There is a focus on students also working collaboratively to productively struggle and learn from each other.

Utilization of support from our resource teachers pulling small groups and pushing in to support students during instruction has also had a big impact on overall achievement. Additionally, strategic planning for after-school tutoring and in-school intervention that is both meaningful and fluid has helped with student achievement in these areas. Lastly, there is monitoring system in place to look at iReady usage and pass rate data, which helps to modify instruction for teacher small groups and centers.

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	45%	56%	56%	36%	53%	52%
ELA Learning Gains	54%	55%	55%	43%	52%	52%
ELA Lowest 25th Percentile	52%	48%	48%	40%	42%	46%
Math Achievement	50%	63%	62%	35%	56%	58%
Math Learning Gains	36%	57%	59%	31%	54%	58%
Math Lowest 25th Percentile	35%	46%	47%	26%	41%	46%
Science Achievement	40%	55%	55%	43%	49%	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	24 (22)	27 (31)	33 (21)	18 (13)	24 (10)	24 (19)	150 (116)
One or more suspensions	1 (4)	4 (9)	3 (6)	6 (3)	1 (4)	11 (16)	26 (42)
Course failure in ELA or Math	19 (22)	10 (35)	32 (20)	27 (11)	39 (42)	1 (16)	128 (146)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	48 (50)	57 (46)	62 (70)	167 (166)

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	38%	55%	-17%	57%	-19%
	2017	43%	57%	-14%	58%	-15%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2018	37%	54%	-17%	56%	-19%
	2017	39%	57%	-18%	56%	-17%
Same Grade Comparison		-2%				
Cohort Comparison		-6%				
05	2018	41%	55%	-14%	55%	-14%
	2017	38%	51%	-13%	53%	-15%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		3%				
Cohort Comparison		2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	56%	61%	-5%	62%	-6%
	2017	58%	63%	-5%	62%	-4%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2018	49%	62%	-13%	62%	-13%
	2017	50%	64%	-14%	64%	-14%
Same Grade Comparison		-1%				
Cohort Comparison		-9%				
05	2018	29%	59%	-30%	61%	-32%
	2017	27%	56%	-29%	57%	-30%
Same Grade Comparison		2%				
Cohort Comparison		-21%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	34%	53%	-19%	55%	-21%
	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	19			29							
ELL	39	60	50	45	29	24	25				
BLK	42	51	48	46	34	43	33				
HSP	44	64	62	60	42	8	53				
FRL	44	53	50	51	35	33	39				
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	16	50	60	11	38		10				
ELL	34	60	67	36	50	50	15				
BLK	41	54	58	48	55	50	34				

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
HSP	55	74	80	39	55		50				
FRL	44	57	62	48	56	50	35				

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 Student achievement will increase across content areas by teachers implementing rigorous standards-based instruction, monitoring subgroup data and incorporating strategies from the District PLC (DPLC).

Rationale With support from administration, instructional coaches and district program specialists, teachers will be able to improve their implementation of standards based instruction

Intended Outcome ELA Achievement Level 3+ will increase 10 points, 4th grade subgroup data will increase by 10+ ELA points, Math Achievement Level 3+ will increase 10 points and Science Achievement Level 3+ will increase 10 points

Point Person Britt Despenza (britt.despenza@ocps.net)

Action Step

Description Administration, instructional coaches and district support staff will provide professional development on standards-based instruction and pedagogical practices to all staff members. They will focus on all grade levels across content areas. Additionally, instructional coaches will model lessons for teachers, view teacher lessons, and review lesson plans. Teachers that are still in need of support will go through the coaching cycle with the assistant principal. Instructional coaches will collaborate with teachers to ensure they have a firm understanding of the content and standards. 4th Grade teachers will disaggregate and monitor data weekly to ensure the academic gap between subgroups are closing.

Person Responsible Cara Backherms (cara.backherms@ocps.net)

Plan to Monitor Effectiveness

Description Administrators will participate in professional development and ensure meaningful dialogue takes place. Additionally, teachers will provide an exit slip regarding their learning during the professional development. Administrators will also provide coaching and actionable feedback on classroom observations, and participate in data chats that address how to reteach standards as deemed by the data in data chats. Administrators will also review 4th grade data to ensure all subgroups are making academic progress.

Person Responsible Britt Despenza (britt.despenza@ocps.net)

Activity #2

Title

Rationale

Intended Outcome

Point Person

[no one identified]

Action Step

Description

Person Responsible

[no one identified]

Plan to Monitor Effectiveness

Description

Person Responsible

[no one identified]

Activity #3

Title

Rationale

Intended Outcome

Point Person

[no one identified]

Action Step

Description

Person Responsible

[no one identified]

Plan to Monitor Effectiveness

Description

Person Responsible

[no one identified]

Activity #4

Title

Rationale

Intended Outcome

Point Person

[no one identified]

Action Step

Description

Person Responsible

[no one identified]

Plan to Monitor Effectiveness

Description

Person Responsible

[no one identified]

Activity #5

Title

Rationale

Intended Outcome

Point Person

[no one identified]

Action Step

Description

Person Responsible

[no one identified]

Plan to Monitor Effectiveness

Description

Person Responsible

[no one identified]

Activity #6

Title

Rationale

Intended Outcome

Point Person

[no one identified]

Action Step

Description

Person Responsible

[no one identified]

Plan to Monitor Effectiveness

Description

Person Responsible

[no one identified]

Activity #7

Title

Rationale

Intended Outcome

Point Person

[no one identified]

Action Step

Description

Person Responsible

[no one identified]

Plan to Monitor Effectiveness

Description

Person Responsible

[no one identified]

Activity #8

Title

Rationale

Intended Outcome

Point Person

[no one identified]

Action Step

Description

Person Responsible

[no one identified]

Plan to Monitor Effectiveness

Description

Person Responsible

[no one identified]

Activity #9

Title

Rationale

Intended Outcome

Point Person

[no one identified]

Action Step

Description

Person Responsible

[no one identified]

Plan to Monitor Effectiveness

Description

Person Responsible

[no one identified]

Activity #10

Title

Rationale

Intended Outcome

Point Person

[no one identified]

Action Step

Description

Person Responsible

[no one identified]

Plan to Monitor Effectiveness

Description

Person Responsible

[no one identified]

Activity #11

Title

Rationale

Intended Outcome

Point Person

[no one identified]

Action Step

Description

Person Responsible

[no one identified]

Plan to Monitor Effectiveness

Description

Person Responsible

[no one identified]

Activity #12

Title

Rationale

Intended Outcome

Point Person

[no one identified]

Action Step

Description

Person Responsible

[no one identified]

Plan to Monitor Effectiveness

Description

Person Responsible

[no one identified]

Activity #13

Title

Rationale

Intended Outcome

Point Person

[no one identified]

Action Step

Description

Person Responsible

[no one identified]

Plan to Monitor Effectiveness

Description

Person Responsible

[no one identified]

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.

Eagle's Nest Elementary plans to build positive relationships with parents and families by providing parent workshops and family engagement events that are academic in nature and teach parents how to assist their child with continual learning at home. In turn, these relationships will be collaborative in nature allowing for student achievement to increase by strengthening the home-school connection through collaborative partnerships with families and the surrounding community.

Eagle's Nest has created a Parent and Family Engagement Plan (PFEP) that will assist in providing high quality instruction for all learners by providing resources for parents. Parents will be able to learn skills and different ways to help their children at home as a result of attending parent events where the school will model these behaviors. Additionally, there will be several different curriculum nights aligned to the state standards where students and families will have access to curriculum that is needed to help students be successful academically.

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.

All instructional staff and many classified staff are assigned at least one student mentee. The staff meets with their mentees weekly to "check in" and promote positive culture throughout the building. In addition, the students can participate in a lunch buddy group and social skills class with members of the behavior team. We have additional assistance from outside resources such as social workers and counselors that provide one-on-one counseling. On occasion college students and members from various churches from our community will volunteer as mentors to help students with homework or any social and emotional needs. Additionally, our school psychologist is available to also work with groups of students to address social skills, anger management and support groups as needed. Additionally, the teachers on campus have started "talking" groups to discuss overall issues and concerns.

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

All kindergarten students are assessed using the Florida Kindergarten Readiness test (FLKRS). This tool is used to measure the progress of foundational reading skills. This assessment is completed within the first 20 days of school. Eagle's Nest will test all current kindergarten students who participated in our Voluntary Prekindergarten Education Program (VPK). The goal is to show a 3% increase based on FLKRS data (score 70% and above). Data will be used to plan daily academic and social instruction for all students. Teachers will determine if supplemental instruction is needed for small groups and/or individual students. Core academic and social instruction will be provided by the teacher. Supplemental instruction may also be provided by the teacher or could be provided by a paraprofessional or support staff member. Teachers will utilize the social behavior observation checklist to determine if students are progressing in the social development.

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.

The Eagle's Nest leadership team has the following systems in place to identify and align all available resources in order to meet the needs of students and maximize desired outcomes.

Our leadership team works collaboratively with our district-based Corrective Programs team and the Southwest Learning Community team. These teams will support Eagle's Nest through classroom walkthroughs, coaching, and common planning. Additionally, the Corrective Programs team will provide ongoing support to Eagle's Nest through school visits and collaborative meetings with the principal.

The school-based leadership team meets every Friday to review common planning meetings, classroom walkthroughs and evaluations, coaching, problem-solving discussions and overall school needs. Based on these meetings, additional resources are allocated to support rigorous classroom instruction and student interventions.

The grade-level PLC/common planning meetings are supported by a member of the leadership team. During these meetings each leadership team member is responsible for supporting the teams in developing rigorous units of study for each subject area. During this time, it is determined what instructional materials will be used and what materials need to be provided.

In addition, each grade level meets with the leadership bi-weekly for data meetings. During these meetings, formative/summative assessment and intervention data is reviewed to determine next best steps to meet the needs of all students and maximize desired outcomes. This includes allocation of available instructional materials through funding resources.

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

College pennants and flags have been strategically placed throughout the school to Additionally, students participate in quarterly "college day" activities at the school. 5th grade students will attend the Tom Joyner College day in 2018.

Part V: Budget

Total:	\$0.00
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