

Orange County Public Schools

# Eagles Nest Elementary



2020-21 Schoolwide Improvement Plan

---

## Table of Contents

---

<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>5</b>
<b>Needs Assessment</b>	<b>11</b>
<b>Planning for Improvement</b>	<b>16</b>
<b>Positive Culture &amp; Environment</b>	<b>20</b>
<b>Budget to Support Goals</b>	<b>20</b>

# Eagles Nest Elementary

5353 METROWEST BLVD, Orlando, FL 32811

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

## Demographics

**Principal: Lisa Adams**

Start Date for this Principal: 8/14/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	<i>[Data Not Available]</i>
<b>2018-19 ESSA Subgroups Represented</b> (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 <b>Students With Disabilities</b>
<b>School Grades History</b>	2018-19: C (50%) 2017-18: C (45%) 2016-17: C (50%) 2015-16: D (36%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://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.**

With the support of families and the community, we create enriching and diverse pathways to lead our students to success.

**Provide the school's vision statement.**

To ensure every student has a promising and successful future.

### School Leadership Team

**Membership**

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

Name	Title	Job Duties and Responsibilities
Adams, Lisa	Principal	<p>Sets performance goals, hires and evaluates staff, visits classrooms, prepares and monitors budgets, assesses teaching methods, monitors student achievement, encourages and facilitates parental involvement, revises policies and procedures, oversees facilities, sets and enforces guidelines for student behavior, and initiates and implement programs that meet the needs of the school. Establish and communicate unified school vision, with all stakeholders, including students' needs as the priority. Maintain a safe working environment. Manifest a professional code of ethics and values, respond to internal and external customers in a timely, accurate, courteous and empathetic manner representing OCPS in a positive light, modes the routine, intentional and effective use of technology in daily work, including communications, organization and management tasks, provides assistance, technical expertise and support services to school staff in the areas of student assessment, curriculum and school improvement processes with the focus on all students learning and achieving, establish effective student progress monitoring processes, develops processes for complying with critical district, state and federal requirements and monitor those processes for compliance, facilitates the professional development provided for school improvement efforts, oversees management of specific grant funds for school improvement efforts, responsible for keeping up to date on current technology being used by by the district, responsible for maintaining timely and accurate information and accountable for the quality of information maintained by those they supervise, performs other duties and responsibilities as assigned by Area Superintendent and Executive Director.</p>
Johnson, Andrea	Assistant Principal	<p>Responds to internal and external customers in a timely, accurate and professional manner, models the intentional and effective use of technology, provides assistance, technical expertise and support services to school staff in the areas of student assessment, curriculum and school improvement, develops processes for complying with critical district, state and federal requirements and monitor those processes for compliance, directs, supervises, and evaluates teachers, facilitates the professional development provided for school improvement efforts, follow district policies and procedures as related to fixed assets, responsible for maintaining timely and accurate information and accountable for the quality of information maintained by those they supervise, performs other duties and responsibilities as assigned by the principal.</p>
Wright, Lovelle	Teacher, ESE	<p>Staffing Specialist for ESE students, MTSS contact, ELL contact Serves as the designee of the Local Educational Agency (LEA) in ESE meetings at the school where special education eligibility, placement, dismissal and program changes occur, convenes and coordinates all Individual Education Plans (IEPs), Educational Plans (EPs), Individual Family Services Plans (IFSPs), Service Plans (SPs) and Education Planning Team (EPT) meetings, as determined, at the school in conjunction with district staffing teams, coordinate the collection of all necessary documentation prior to a student being staffed and/or identified for an exceptional education program and/or service, possesses knowledge of</p>

Name	Title	Job Duties and Responsibilities
		<p>eligibility criteria, placement procedures, exceptional education program options and community services available for disabled and gifted students, attends district training sessions in order to remain current as to trends, issues and litigation which impact decisions in meeting regarding the education of disabled and gifted students, provides training to school staff relative to ESE referral procedures, least restrictive environment and other issues involving exceptional education students, serves as a liaison for Matrix development and training at the school in conjunction with the district staff, assists in the development of all documents required for identified students, maintains accurate ESE paperwork to reflect service delivery models for all students, serves as the contact for FTE issues regarding students with disabilities, performs other duties as assigned by the principal.</p>
Harden, LaTonya	Other	<p>Reading Resource Teacher                      Works with administrators and instructional teams to plan and implement hands-on programs and activities for students and the school, facilitates Professional Learning Communities, participates in a cooperative effort with faculty and staff to plan, coordinates the After School Program, coordinates the Summer School Program, implements and evaluates programs of continuing school improvement, participates in personal professional growth activities focused on the acquisition of new and improved skills and knowledge, diagnoses and analyzes student progress and programs, utilizes a variety of instructional techniques to support teachers in the individual needs of students, utilizes technology and current research in coaching instruction, supports classroom management techniques conducive to an effective classroom climate, performs other duties as assigned by the principal</p>
Backherms, Cara	Other	<p>Works with administrators and instructional teams to plan and implement hands-on programs and activities for students and the school, facilitates professional development geared toward student achievement, analyzes assessments and data, schedules professional development, facilitates PLCs, participates in a cooperative effort with faculty and staff to plan, implement and evaluate programs of continuing school improvement, participates in personal professional growth activities focused on the acquisition of new and improved skills and knowledge, diagnoses and analyzes student progress and programs, utilizes a variety of instructional techniques to support teachers in the individual needs of students, utilizes technology and current research in coaching instruction, supports classroom management techniques conducive to an effective classroom climate, performs other duties as assigned by the principal</p>
Scanlon, Brett	Instructional Media	<p>Manages media center and supervises proper care of equipment used, participates in professional growth activities focused on the acquisition of new and improved skills and knowledge, diagnoses and analyzes student progress and programs for the purpose of providing appropriate digital instruction based on the developmental stages of students, utilizes a variety of instructional techniques to meet the individual needs of students, utilizes</p>

Name	Title	Job Duties and Responsibilities
		<p>technology and current research in instruction. 9. Evaluates students' progress on a regular basis, maintains contact with parents through parent-teacher conferences, telephone, or written communications, encourages parental involvement through school activities, connecting home and school, assists in the protection of student and school, responsible for keeping up to date on current technology, attends training to ensure skill level in various technologies is at the level required to perform in current position, performs other duties as assigned by the principal</p>
<p>Monroe, Claudette</p>	<p>Instructional Coach</p>	<p>Works with administrators and instructional teams to plan and implement hands-on programs and activities for students and the school, facilitates the New Teacher/Mentor Program, participates in a cooperative effort with faculty and staff to plan, implement and evaluate programs of continuing school improvement, participates in personal professional growth activities focused on the acquisition of new and improved skills and knowledge, diagnoses and analyzes student progress and programs, utilizes a variety of instructional techniques to support teachers in the individual needs of students, facilitates PLCs, utilizes technology and current research in coaching instruction, supports classroom management techniques conducive to an effective classroom climate, performs other duties as assigned by the principal</p>

**Demographic Information**

**Principal start date**

Wednesday 8/14/2019, Lisa Adams

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

**Total number of teacher positions allocated to the school**

51

**Demographic Data**

<p><b>2020-21 Status</b> (per MSID File)</p>	<p>Active</p>
<p><b>School Type and Grades Served</b> (per MSID File)</p>	<p>Elementary School PK-5</p>



<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	<i>[Data Not Available]</i>
<b>2018-19 ESSA Subgroups Represented</b> (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 <b>Students With Disabilities</b>
<b>School Grades History</b>	2018-19: C (50%) 2017-18: C (45%) 2016-17: C (50%) 2015-16: D (36%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

**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	30	112	81	106	121	123	0	0	0	0	0	0	0	573
Attendance below 90 percent	6	21	19	15	14	15	0	0	0	0	0	0	0	90
One or more suspensions	0	0	0	1	0	2	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	6	21	35	0	0	0	0	0	0	0	62
Course failure in Math	0	0	0	8	11	3	0	0	0	0	0	0	0	22
Level 1 on 2019 statewide ELA assessment	0	0	0	0	10	33	0	0	0	0	0	0	0	43
Level 1 on 2019 statewide Math assessment	0	0	0	5	21	32	0	0	0	0	0	0	0	58

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	5	21	32	0	0	0	0	0	0	0	58

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

**Date this data was collected or last updated**

Thursday 7/16/2020

**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	
Number of students enrolled	94	79	98	127	117	93	0	0	0	0	0	0	0	608
Attendance below 90 percent	26	22	16	33	7	15	0	0	0	0	0	0	0	119
One or more suspensions	0	5	4	8	4	13	0	0	0	0	0	0	0	34
Course failure in ELA or Math	23	14	19	24	5	2	0	0	0	0	0	0	0	87
Level 1 on statewide assessment	0	0	0	57	48	62	0	0	0	0	0	0	0	167

**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	9	5	7	27	8	16	0	0	0	0	0	0	0	72

**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	10	0	0	0	0	0	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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	
Number of students enrolled	94	79	98	127	117	93	0	0	0	0	0	0	0	608
Attendance below 90 percent	26	22	16	33	7	15	0	0	0	0	0	0	0	119
One or more suspensions	0	5	4	8	4	13	0	0	0	0	0	0	0	34
Course failure in ELA or Math	23	14	19	24	5	2	0	0	0	0	0	0	0	87
Level 1 on statewide assessment	0	0	0	57	48	62	0	0	0	0	0	0	0	167

**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	9	5	7	27	8	16	0	0	0	0	0	0	0	72

**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	10	0	0	0	0	0	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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	42%	57%	57%	44%	54%	55%
ELA Learning Gains	57%	58%	58%	57%	58%	57%
ELA Lowest 25th Percentile	62%	52%	53%	62%	53%	52%
Math Achievement	48%	63%	63%	48%	61%	61%
Math Learning Gains	49%	61%	62%	56%	64%	61%
Math Lowest 25th Percentile	49%	48%	51%	50%	54%	51%
Science Achievement	43%	56%	53%	35%	50%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(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	2019	40%	55%	-15%	58%	-18%
	2018	38%	55%	-17%	57%	-19%
Same Grade Comparison		2%				
Cohort Comparison						
04	2019	40%	57%	-17%	58%	-18%
	2018	37%	54%	-17%	56%	-19%
Same Grade Comparison		3%				
Cohort Comparison		2%				
05	2019	34%	54%	-20%	56%	-22%
	2018	41%	55%	-14%	55%	-14%
Same Grade Comparison		-7%				
Cohort Comparison		-3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	47%	62%	-15%	62%	-15%
	2018	56%	61%	-5%	62%	-6%
Same Grade Comparison		-9%				
Cohort Comparison						
04	2019	54%	63%	-9%	64%	-10%
	2018	49%	62%	-13%	62%	-13%
Same Grade Comparison		5%				
Cohort Comparison		-2%				
05	2019	31%	57%	-26%	60%	-29%
	2018	29%	59%	-30%	61%	-32%
Same Grade Comparison		2%				
Cohort Comparison		-18%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	37%	54%	-17%	53%	-16%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	34%	53%	-19%	55%	-21%
Same Grade Comparison		3%				
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 2017-18	C & C Accel 2017-18
SWD	13	35		16	38	40					
ELL	34	59	71	51	60	62	41				
BLK	41	51	52	47	47	44	46				
HSP	43	72	81	51	51	59	29				
FRL	42	56	62	45	47	44	44				
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				
HSP	55	74	80	39	55		50				
FRL	44	57	62	48	56	50	35				

**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)	TS&I
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	62

<b>ESSA Federal Index</b>	
Total Points Earned for the Federal Index	412
Total Components for the Federal Index	8
Percent Tested	99%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
<b>English Language Learners</b>	
Federal Index - English Language Learners	55
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Asian Students</b>	
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
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	47
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	58
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
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
<b>Native American Students</b>	
Federal Index - Native American Students	

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	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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.

The data component that showed the lowest performance was ELA Achievement at 42%. However this was a 3% increase in ELA Learning Gains and a 10% increase in the ELA Lowest 25 Percentile from the previous year's scores. Contributing factors are a lack of foundational skills and knowledge of prerequisite standards. There was more of a focus on increasing the learning gains, which affected the impact of over all achievement. This tended to be the trend across all subjects.

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

The data component that showed the greatest decline from the prior year was ELA (42%) and Science (43%) Achievement at a 3% percent decrease. The school had made the decision to focus on learning gains with the students in the lowest 25%. While the school was able to make sufficient progress in learning gains in both ELA and Math, the overall performance of students in the area of ELA and Math decreased.

#### 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 that had the greatest gap when compared to the state average was ELA and Math. Both subjects had a 15% difference from the state average. The ELA Achievement average was 42% compared to the state average of 57%, and The Math Achievement was 63% compared to the state average of 63%. This performance is the focus of Learning Gains as previous stated.

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

The data component that showed the most improvement was in Math Lowest 25%, which the score increased from 35% to 49%. This score increase can be attributed to more intense focus on standards based planning, instruction and assessment within small groups that were fluid due to progress monitoring. There was a deliberate practice in intervention in small groups through high yield instructional practices and strategies.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?**

The greatest area of concern is attendance below 90% as well as Level 1 on Statewide ELA Assessment.

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

1. Increase Learning Gains in the bottom 25% quartile in ELA
2. Increase Learning Gains in the bottom 25% quartile in Math
3. Actively create and maintain an environment to support Social-Emotional Learning and Leadership
4. Science Proficiency
5. Overall proficiency

## Part III: Planning for Improvement

### Areas of Focus:



**#1. Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale:** We will increase ELA proficiency and learning gains by providing targeted professional development, restructured support for both primary and intermediate grades, and a more strategic focus on text-based questioning and close reading. This area of focus was selected, because 42% of the students were proficient on the ELA portion of the FSA and demonstrated a 3% learning gain.

**Measureable Outcome:** The intended outcome is to increase the percentage of students scoring proficient and demonstrating a learning gain on the ELA portion of the Florida Standards Assessment.

**Person responsible for monitoring outcome:** Lisa Adams (lisa.adams@ocps.net)

**Evidence-based Strategy:** The staff will continue to emphasize Close Reading strategies to strengthen ELA performance. Close reading is an interaction that involves observation and interpretation between the reader and a text. It means rereading and reflecting to come to new conclusions and understandings about the ideas that a text sets out.

**Rationale for Evidence-based Strategy:** Close Reading strategies will be used in an effort to build teacher capacity, which will result in improved instructional effectiveness, ultimately resulting in increased student achievement. These strategies enable students to strategically think and deepen their content knowledge.

**Action Steps to Implement**

1. Provide professional development opportunities targeting standards based planning, instruction and assessment.
2. Add instructional resource positions to support primary grades with reading and math.
3. Provide professional development opportunities targeting close reading instruction, specifically creating a deeper understanding of the ELA standards and creating grade level expectations for literacy.
4. Provide extended learning opportunities for targeted students.

**Person Responsible:** Lisa Adams (lisa.adams@ocps.net)

**#2. ESSA Subgroup specifically relating to Students with Disabilities**

**Area of Focus Description and Rationale:** The Resource Team will provide teachers with focused professional development (i.e. Orton-Gillingham strategies) and resources to plan and deliver lessons that are modified and aligned to the curriculum, to measure the impact of instruction on student learning, and make adjustments to instruction based on data, as needed.

**Measureable Outcome:** Students in the ESSA category will increase their ELA proficiency percentage by 5% from the previous year of record.

**Person responsible for monitoring outcome:** Lisa Adams (lisa.adams@ocps.net)

**Evidence-based Strategy:** Orton-Gillingham is a direct, explicit, multisensory, structured, sequential, diagnostic, and prescriptive way to teach literacy when reading, writing, and spelling does not come easily to individuals, such as those with dyslexia.

**Rationale for Evidence-based Strategy:** The strategy was chosen due to the percentage of students in Tier 1 and Tier 2. Students who struggle with reading comprehension will struggle in all subject. Orton-Gillingham is practiced as an approach, not a method, program or system that supports all student who struggling emergent readers.

**Action Steps to Implement**

Teachers will implement various Orton-Gillingham strategies to strengthen various concerns for emergent readers such as phonemic awareness and decoding.

Leadership team will provide professional development and support to teachers.

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

**#3. Culture & Environment specifically relating to Social Emotional Learning**

**Area of Focus** Description: Build and establish a culture for social and emotional learning at our school with adults and students.

**Description and Rationale:** Rationale: Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material. By ensuring that our school has a culture for social and emotional learning, we will address the following school needs: Attendance and Tier 3 Students.

**Measureable Outcome:** We will use the results of Panorama's analytics to measure the strengths and areas for growth. This will be used as baseline data moving forward.

**Person responsible for monitoring outcome:** [no one identified]

Evidence-based Strategy: Use distributive leadership and social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise with all students.

**Evidence-based Strategy:** Description of Monitoring: Our school will plan and implement two cycles of professional learning to provide training, opportunities for safe practice, and examination of impact data. Our school will monitor and measure the impact of our implemented professional learning through analysis of culture and climate survey data, needs assessments, classroom observations, and school environment observations. We will modify our plan of action as indicated by data, student needs, and adult needs.

**Rationale for Evidence-based Strategy:** Rationale for Strategy Selection: In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building. To create a culture of social and emotional learning with adults and students, it is critical to harness the professional skills and leadership capabilities of everyone in the school. Through a distributive leadership model, our school will strengthen the team dynamics necessary to collectively support positive organizational improvement and change.

**Action Steps to Implement**

Understand the connections between social and emotional learning and instructional strategies

**Person Responsible** Lisa Adams (lisa.adams@ocps.net)

Monitor, measure, and modify cycles of professional learning that support data-based instructional decisions that enhance school improvement efforts

**Person Responsible** Lisa Adams (lisa.adams@ocps.net)

**Additional Schoolwide Improvement Priorities**

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

**The school leadership team will support and reinforce incentives created to increase engagement, attendance and performance.**

## Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Eagle's Nest Elementary School develops family and community partnerships through numerous activities and initiatives. The school hosts Parent and Family Workshops and Events, such as Career Readiness and Access to Resources. The Parent Engagement Liaison (PEL) and members of the Resource Team will be responsible for coordinating community-school events such as Math/Science Night, Literacy Night, the African American History Program, and Hispanic Awareness Week. The role of the PEL is to further increase family involvement by working to remove barriers that prohibit families from engaging in school event. In addition to coordinating all school family events, the PEL will assist with such tasks as organizing transportation for parents unable to reach the school for events and providing translation for families who are not yet able to communicate in English.

Eagle's Nest has a relationship with UCF's Soldiers to Scholars Walking School Bus Program. The Soldiers to Scholars program works in conjunction with the GI Bill to help honorably discharged veterans achieve their higher education goals. In exchange for five hours per week mentoring at-risk youth, participants are eligible for financial support for tuition, textbooks and housing. The Walking School Bus Program walks students to and from school each day due to the fact that our students live within required radius to receive OCPS transportation.

The Love Pantry is a program run by the Christian Service Center for Central Florida and distributes food and hygiene products to students and our families.

Through the efforts of Partners in Education / Community Involvement committee, Eagle's Nest has established relationships with a variety of business and service entities. This list of partners also include the Temple Mandir Saraswati Devi, Spirit of Faith Outreach Ministries and Kick Start Karate.

**Parent Family and Engagement Plan (PFEP) Link**

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

## Part V: Budget

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
<b>Total:</b>			<b>\$0.00</b>