

Orange County Public Schools

# Eagle Creek Elementary



2017-18 Schoolwide Improvement Plan

## Eagle Creek Elementary

10025 EAGLE CREEK SANCTUARY BLVD, Orlando, FL 32832

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

### School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	43%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	74%

### School Grades History

Year	2016-17	2015-16
Grade	A	A

*\*Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan is pending approval by the Orange County School Board.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district 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>.

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2017-18 DA Category and Statuses for Eagle Creek Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

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

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

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

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

#### 2. School Environment

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

Eagle Creek opened August of 2015 and was at nearly 100% capacity in the first week of school. One of the major challenges and benefits is the opportunity to create a common vision, including the essential component of building relationships. During recruiting interviews both past and present, each candidate was provided with the expectations associated with school success. When teachers accept positions at Eagle Creek, they understand the expectations of the school administrators, district and learning community staff. As we continue to grow, new teachers and teams are forming and getting to know each other's strengths and needs. The staff at Eagle Creek Elementary will continue to embrace the cultural diversity of its students and to create a learning environment that supports all students' diverse needs. Eagle Creek Elementary PTA, and SAC plans to provide several cultural awareness events throughout the school year. These events will help expose students to a variety of different cultures, so they can better understand the ideas, beliefs and values of people in their community. The talented teachers of Eagle Creek will focus lessons that embed cultural icons, leaders and events that have played a significant role in shaping the culture of different societies around the world. As a student is registered at Eagle Creek, parents share their culture and background on their registration forms which is used to help teachers become aware of the families' cultures and then make adjustments to their instructional practices ensuring all students have the opportunity to succeed.

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

Student safety and their well-being is a top priority of the staff/faculty at Eagle Creek Elementary School. Eagle Creek has an intensive supervision plan that is strictly followed and monitored. The plan outlines the location of each staff member and their designated duty post throughout the campus during arrival and dismissal. This intense level of supervision gives students the feeling that there is always an adult available to help them and/or keep them safe. Along with adults supervising the hallways, Eagle Creek has also highly trained and dedicated patrols that assist in the hallways, bus loop and car loop. These dedicated students help to ensure students are following school rules during arrival and dismissal. Having staff and faculty present in the hallways gives staff an opportunity to build relationships with the students. Positive relationships with students are proven to increase student achievement and attitudes about school. Students are also taught and encouraged to abide by "Panther PRIDE". "Panther PRIDE" is displayed on posters around the campus and in classrooms and emphasizes the expectations that the school has in regards to student behavior and holds students accountable for their actions. Students needing specific supports are identified, and appropriate services and/or referrals to outside agencies are provided.

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

"Panther PRIDE" is the basis of the positive behavior support program at Eagle Creek. Pride is an acronym for Positive Attitude, Respect, Integrity, Dedication to Excellence, and Empathy. These key character traits are posted throughout the school, taught by the teachers to the students, communicated to families and community members via newsletters and family events. Each teacher is responsible for reviewing the Code of Student Conduct, and the school will follow the disciplinary actions outlined by the district. Each class will maintain a set of class rules, along with school-wide expectations for behavior in common areas. Early and close monitoring of student discipline will be conducted by the administrators and coaches of the school in order to identify high risk areas or students needing additional support. Eagle Creek has two MTSS coaches, Behavior Specialist, Program Assistant, Guidance Counselor/Staffing Specialist, Assistant Principal, and Principal that monitor behavior data and ensure behavior interventions are taking place and successful.

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

The school ensures the social-emotional needs of all students are met by providing information to teachers and supporting staff so that all adults become early identifiers and early responders. When a staff member identifies a student need or family situation that requires support, in-school or out of school resources are accessed. Eagle Creek provides comprehensive arts and physical education programs in order to support the social, emotional, interpersonal development of each child. Eagle Creek provides identified students social emotional support through weekly social skills lessons. Learning for life is the curriculum used to provide support to our identified students.

### 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Eagle Creek student data is reviewed by the administration and leadership team members. The information gathered is communicated to teachers. Additionally, depending on the areas of greatest needs, an action plan will be developed to support students in the area of attendance, discipline, and academic achievement.

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

**1. 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	21	15	18	12	12	0	0	0	0	0	0	0	101
One or more suspensions	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	1	5	1	3	3	6	0	0	0	0	0	0	0	19
Level 1 on statewide assessment	0	0	0	31	29	38	0	0	0	0	0	0	0	98

**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	0	0	0	6	8	8	0	0	0	0	0	0	0	22

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

A daily scheduled time has been included for each grade level in the master schedule in order to provide consistent, research-based interventions. Diagnostic assessments will be used to determine the resources and practices needed during the designated intervention times. Additional faculty/staff members will be identified to support students, as needed. All plans will be communicated to parents.

**B. Family and Community Engagement**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

No

**1. PFEP Link**

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

**2. Description**

Throughout the year, many community events are held. These events are intended to develop positive interactions and relationships with the staff and the students, parents, and families of the school community. Social Media accounts have been established to ensure timely communication. The active PTA has established a full calendar of community/family events for the school year. Eagle Creek Elementary School will continue to build on the traditions established and will add community and family events.

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

The school has identified a staff member who contacts local businesses and coordinates the needs of the school with financial and in-kind donations. The PTA has been established to support critical projects at the school and to provide necessary resources that are not within the school budget.

**C. Effective Leadership**

**1. School Leadership Team**

**a. Membership**

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



Name	Title
	Assistant Principal
McCloe, Robert	Principal
Sanchez, Oscar	Assistant Principal
Bielski, Heather	Instructional Coach
Brinzo, Kristen	Instructional Media
Chavana, Meghan	Instructional Coach
Scully, Jessica	Instructional Coach
Perry, Karla	School Counselor

## b. Duties

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

Rob McCloe (Principal):

- Provides a common vision for the use of data based decision-making, collaborative lesson planning an effective instructional practices and intervention
- Manages school resources, including but not limited to: facilities, budget, personnel, materials and supplies that are designed to support the school improvement goals
- Oversees high quality, ongoing professional development to ensure teacher growth and student achievement
- Maintains communication with all stakeholder groups

Oscar Sanchez (Assistant Principal):

- Ensures that the school based team is implementing MTSS and addressing goals and targets in the SIP
- Conducts assessment of MTSS skills of school staff
- Ensures implementation of intervention support and documentation
- Ensures adequate professional development to support MTSS implementation
- Communicates with parents regarding school based MTSS plans and activities
- Discipline
- Develops documents necessary to manage and display data that addresses goals and targets identified in the SIP

Heather Bielski (Instructional Coach):

- Provides professional development to teachers and staff regarding data management and use to drive instruction
- Facilitates all district and state assessments
- Collaborates with staff to ensure student needs are met and SIP goals are addressed
- Provides guidance with K-12 ELA Plan
- Assists in data analysis
- Provides professional development and technical assistance to teachers in regards to data-based instructional planning
- Supports the implementation of Tier I, Tier II and Tier III intervention plans that address goals identified in the SIP
- Collaborates with staff to ensure student needs are met and SIP goals are addressed
- Provides guidance with K-12 Math Plan

Kristen Brinzo (Instructional Media)

- Provides guidance with K-12 ELA Plan

- Facilitates professional development
- Manages school social media accounts
- Assists in planning grade level field trips that align with standards
- Manages K-5 Literacy program

Megan Chavana & Jessica Scully, (Instructional Coach):

- Ensures that the school based team is implementing MTSS and addressing goals and targets in the SIP
- Ensures implementation of intervention support and documentation
- Ensures adequate professional development to support MTSS implementation
- Communicates with parents regarding school based MTSS plans and activities
- Common Planning
- Supports assigned grade levels

Karla Perry (Guidance):

- Provides support for healthy emotional and social development strategies and programs
- Facilitates and supports data collection activities
- Assists in data analysis
- Supports the implementation of Tier I, Tier II and Tier III intervention plans that address goals identified in the SIP
- Documents interventions and provides follow-up to ensure student success
- Collaborates with staff to ensure student needs are met and SIP goals are addressed

Luz Seda (CCT):

- Supports ELL students with assessments and strategies for ELL assistance and compliance
- Facilitates and supports data collection activities
- Assists in data analysis
- Supports the implementation of Tier I, Tier II and Tier III intervention plans that address goals identified in the SIP

The Leadership Team will attend PLC and data meetings as assigned. Members are responsible for understanding the curriculum at each grade level as well as their Tier II and Tier III intervention needs. Members will use data from grade level unit assessments, iReady, and other formative assessments to review and keep abreast of grade level needs.

**2. 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 district provides the budget based on student FTE to the principal. The principal, in coordination with the leadership team and SAC, determines the number of teachers needed to meet the projected enrollment. All resources are inventoried and maintained through a digital inventory system. The CRT, Media Specialist, and the Technology Specialist maintain the records of the resources and materials assigned to the school. All district guidelines and timelines are followed exactly. The leadership team and the SAC make recommendations, as needed.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Robert McCloe	Principal
Carrie Howard	Parent
Ryan Wyatt	Parent
Jasmine Walters	Business/Community
Heather Danner	Parent
Nicholas Philpitt	Parent
Julia Murgia	Teacher
Leslie Lebron	Education Support Employee
Mary Nieves	Teacher
Jennifer Ramos	Parent
Leslie Mijangos	Teacher
Enid Rodriguez	Teacher
Lyana Rodriguez	Business/Community

## b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

#### *a. Evaluation of last year's school improvement plan*

The leadership team members and SAC reviewed Eagle Creek's SIPs from the 2016-2017 school year and came to a decision on what goals need to be made for the 2017-2018 school year.

#### *b. Development of this school improvement plan*

Input from teachers, staff, families and community members were reviewed during faculty, staff and school advisory meetings. Throughout the school year, the SIP team will continue to solicit feedback and support from SAC and PTA.

#### *c. Preparation of the school's annual budget and plan*

To date, the principal has created an annual and long term budget and plan, based on the allocations from the district. As the groups are formed, the principal will access input in order to amend the plan.

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

School improvement funds were utilized last year to ensure safety of students in the school parking lot and professional development for a team of teacher leaders.

The parking stops purchased were around \$3500. The rest of the school improvement funds were earmarked to send a group of teacher leaders to a professional development opportunities throughout the upcoming year.

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

Yes

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

The SAC has not yet been formed because membership requires contacting all stakeholder groups, and in the first week of school, enrollment has not yet been finalized.

### 3. Literacy Leadership Team (LLT)

#### a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Brinzo, Kristen	Instructional Media
McCloe, Robert	Principal
Doloisio, Patty	Teacher, K-12
Merrill, Catherine	Teacher, K-12
Andraski, Deborah	Teacher, K-12
Heredia, Jean	Teacher, K-12
Walkover, Anna	Other

#### b. Duties

##### 1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT promotes literacy within the school by supporting the effective use of instructional strategies designed during collaborative lesson planning. The LLT will plan, coordinate and host the following events: 1) Parent University; 2) Literacy Week; 3) Battle of the Books; 4) Sunshine State Reading Challenges; and much more. There will be a school wide focus on independent reading through the Accelerated Reading Program, on reading comprehension through fiction and non-fiction text and the use of I-Ready. The LLT will encourage students in grades 2-5 to read all 15 Sunshine State books, and for all K-2 students to read the 15 Sunshine State Junior Books. Also, the LLT, working with the DPLC team, will plan and support professional development on close reading and text complexity.

### D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Expectations related to collaborative planning and professional learning communities have been communicated to the staff and shared with the School Advisory Council. In order to continue a positive, collaborative planning environment, coaches will join teams to plan and problem solve throughout the week. A schedule of common planning has been developed. Ongoing professional development related to deconstruction of the standards, effective instructional strategies and lesson design will be provided throughout the year.

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

The school uses the district's e-recruiting system to identify teacher candidates. Eagle Creek Elementary School's leadership works with the district who has developed a professional network with the University of Central Florida to recruit interns and new graduates. After hiring has taken place, each new teacher is paired with a mentor, typically on the same grade level, to provide ongoing support. New teachers participate in the school induction program (CUB Club), based on the district and state guidelines. Each

teacher is provided with opportunities to participate in professional development to accelerate professional growth.

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

All first year teachers take part in a new teacher program called CUB Club. Collaborative teams are supported by leadership team members, and individual pairings will be established, if needed, based on teacher needs. Mentors are provided for first year teachers. The new teacher program, CUB Club, allows for new teachers to have specific professional development to encourage best practices and give additional support to helping build classroom management strategies.

## **E. Ambitious Instruction and Learning**

### **1. Instructional Programs and Strategies**

#### **a. Instructional Programs**

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

OCPS has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction. Eagle Creek has been provided with print and digital resources.

#### **b. Instructional Strategies**

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

Teacher teams develop formative and summative assessments that are used to identify the learning needs of specific students. The results of these assessments are used during and following critical instructional chunks in order to differentiate instruction. Teachers provide group and individual student support to increase student learning. Intervention and enrichment periods are built into the master schedule for each grade level. During these periods, students participate in tiered interventions, focused on specific areas of deficiency. Individual student goal setting and progress monitoring systems will be established so students will track their own progress in learning. Students in all grade levels take part in What Individuals Need (WIN) on a daily basis. Instruction is provided based on ability and skills needed.

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

**Strategy: After School Program**

**Minutes added to school year:**

There are 15 various clubs offered to students grades 2-5. Clubs range from STEM, fine arts, literacy, and community service.

**Strategy Rationale**

Eagle Creek has adopted a whole child approach to learning. Students in grades 2-5 will be offered the opportunity to participate in multiple activities to support the developmental needs of the students.

**Strategy Purpose(s)**

- Enrichment

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

McCloe, Robert, robert.mccloe@ocps.net

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

Student and family surveys will be distributed to determine the future direction of the program. Survey data will be analyzed by the coordinator and adjustments will be made, based on the input received.

**Strategy: Weekend Program**

**Minutes added to school year:**

Saturday Day school will be offered several times throughout the year with a focus on Science, Math, and Writing.

**Strategy Rationale**

By planning and implementing highly engaging activities, students will ignite a passion for learning and continue to grow and excel in multiple areas.

**Strategy Purpose(s)**

- Enrichment

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

McCloe, Robert, robert.mccloe@ocps.net

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

Teacher made projects and/or formative assessments will be collected and reviewed.

**Strategy:** Before School Program

**Minutes added to school year:**

PROWL is a morning program targeting our ELL, Tier II and Tier III students grades 3-5.

**Strategy Rationale**

Eagle Creek is dedicated to providing various interventions and programs to ensure the success of all students.

**Strategy Purpose(s)**

- Core Academic Instruction

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

McCloe, Robert, robert.mccloe@ocps.net

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

Formative assessments will be given and compared to growth on unit assessment with their assigned classrooms.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Community input has been accessed at regular intervals. Communication resources have been developed to keep stakeholders informed. Invitations to participate in school events, including Meet Your Teacher and Open House have been delivered via electronic (social media, newsletter, connected phone messages) and school marquee. Throughout the year, new students who enroll, and their families, will be given a school tour and grade level orientation. Towards the end of the year, the school leadership team will communicate with the middle school to ensure student transitions are smooth.

**b. College and Career Readiness**

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

To promote and support a college going culture, students are exposed to various colleges and careers throughout the month. Once a month, a college is featured on the morning news broadcasts and on a "Featured College" bulletin board. We also have a college t-shirt day once a month. This year we are offering our fifth grade students the opportunity to research a university and use their knowledge to run a college fair for the fourth grade students. Teach In features various careers, highlighting local businesses and job opportunities.

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

At the present time, there are no industry certifications available to elementary school students. There is an ongoing focus on digital technology and applications, as well as participation in STEM activities and projects in preparation for future industry certification programs.

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

At the present time, there are no specific academic courses that integrate career and technical education in elementary schools in OCPS. However, students at Eagle Creek are provided with rigorous instruction in preparation for future success in college and/or career.

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

NA

## II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

*No files were uploaded*

#### 2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Based on our FSA data, our Tier I students including our highest achievers made adequate growth and excelled. However, our lowest 25% of students did not make the same amount of growth.

### B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

Our focus for the year was on increasing the quality of core instruction to all students. We spent time planning enrichment activities to continue to challenge our highest learners.

### C. Strategic Goals



## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

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

## Strategic Goals Summary

- G1.** Increase rigorous instruction through professional development given by the District Professional Learning Communities with a focus on close reading and text complexity.
  
- G2.** Student achievement will increase as a result of teachers' understanding and implementation of Florida standards and the instructional framework. (Division Priority-accelerate student performance)

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.*

**G1. Increase rigorous instruction through professional development given by the District Professional Learning Communities with a focus on close reading and text complexity. 1a**

G095097

**Targets Supported 1b**

Indicator	Annual Target
Effective+ Teachers (Performance Rating)	80.0
ELA Achievement District Assessment	80.0

**Targeted Barriers to Achieving the Goal 3**

- Teachers have various levels of knowledge and implementation of close reading and text complexity
- Teacher eagerness to invest in and implement new strategies with previous year data showing high levels of achievement
- Overcoming comfort levels with new teacher leaders conducting professional development

**Resources Available to Help Reduce or Eliminate the Barriers 2**

- District lead professional development via our teacher leaders
- Leadership team members have participated in district PD.
- Teacher leaders have been identified.
- Electronic resources (CRMs & iReady) and IMS resources are available for teachers to use in lesson planning.

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

Walkthrough data and trends will be closely monitored as well as focusing on an increase in on-target student data

**Person Responsible**

Robert McCloe

**Schedule**

Monthly, from 9/11/2017 to 5/31/2018

**Evidence of Completion**

Walkthrough Google Docs and data spreadsheet

**G2.** Student achievement will increase as a result of teachers' understanding and implementation of Florida standards and the instructional framework. (Division Priority-accelerate student performance) 1a

G095098

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	65.0

**Targeted Barriers to Achieving the Goal** 3

- Managing instructional time to meet the needs of your highest students, while also targeting the lowest 25% of students.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Online PD modules are provided by the district.
- Administrators and coaches have a strong foundation in standards and the framework.
- IMS resource has provided the Measurement Topic Plans.
- Florida Item Specifications are available online and in print for teachers in grades three through five.

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

Progress of the goal will be monitored through weekly observations and weekly meetings with grade levels.

**Person Responsible**

Robert McCloe

**Schedule**

Biweekly, from 8/28/2017 to 4/27/2018

**Evidence of Completion**

The leadership team will look at iObservation data along with student data to determine if progress is being made and what adjustments need to be made.

## Action Plan for Improvement

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

### Problem Solving Key

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

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

**G1.** Increase rigorous instruction through professional development given by the District Professional Learning Communities with a focus on close reading and text complexity. 1

G095097

**G1.B1** Teachers have various levels of knowledge and implementation of close reading and text complexity 2

B255946

**G1.B1.S1** Teachers will attend PD on close reading strategies and will observe teachers who have been identified as having a model classroom. 4

S270524

### Strategy Rationale

Teachers will increase their knowledge and usage of proper close reading strategies.

### Action Step 1 5

Through leadership team and DPLC walkthrough observation log, model classrooms will be identified

#### Person Responsible

Robert McCloe

#### Schedule

Weekly, from 8/14/2017 to 5/30/2018

#### Evidence of Completion

Observation log via google docs and iObservation

### Action Step 2 5

Teachers will be paired to conduct instructional rounds in model classrooms

#### Person Responsible

Robert McCloe

#### Schedule

Quarterly, from 10/2/2017 to 5/30/2018

#### Evidence of Completion

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

Review of google docs

**Person Responsible**

Robert McCloe

**Schedule**

On 5/30/2018

***Evidence of Completion***

We should see an increased level of implementation throughout the year of strategies shared and observed through the DPLC process and increase in overall student achievement data

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Leadership Team will regularly review and discuss walkthrough google docs form to monitor for increased positive trends

**Person Responsible**

Robert McCloe

**Schedule**

Biweekly, from 10/2/2017 to 5/31/2018

***Evidence of Completion***

Walkthrough notes will indicate more teachers using strategy effectively

**G2.** Student achievement will increase as a result of teachers' understanding and implementation of Florida standards and the instructional framework. (Division Priority-accelerate student performance) 1

G095098

**G2.B1** Managing instructional time to meet the needs of your highest students, while also targeting the lowest 25% of students. 2

B255949

**G2.B1.S1** Through common planning, teachers will research and review high- yield strategies to target the needs of all students to ensure continued growth and high achievement levels. 4

S270525

### Strategy Rationale

Through common planning, teachers can share successes and plan overcome time management obstacles in the classroom

### Action Step 1 5

Conduct needs assessment

#### Person Responsible

Heather Bielski

#### Schedule

Quarterly, from 8/14/2017 to 5/30/2018

#### Evidence of Completion

Survey results

### Action Step 2 5

Develop a plan based on the results of the needs assessment and observations from the leadership team

#### Person Responsible

Heather Bielski

#### Schedule

Quarterly, from 8/14/2017 to 5/30/2018

#### Evidence of Completion

Plan for implementation

**Action Step 3** 5

Access feedback through grade level collaboration

**Person Responsible**

Robert McCloe

**Schedule**

Weekly, from 8/14/2017 to 5/30/2018

**Evidence of Completion**

PLC notes

**Action Step 4** 5

Provide Professional Development through coaching on close reading and complex text.

**Person Responsible**

Heather Bielski

**Schedule**

Monthly, from 8/14/2017 to 5/30/2018

**Evidence of Completion**

Informal/Formal Observation, Lesson Plans, Collaborative Planning Meetings

**Action Step 5** 5

Special Area, ESE and Regular Ed teachers meet regularly to share information on curriculum and individual student support needs.

**Person Responsible**

Robert McCloe

**Schedule**

Quarterly, from 9/4/2017 to 5/30/2018

**Evidence of Completion**

Collaborative Planning Meetings



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

Monitor that trainings are held as scheduled and cover appropriate material to enhance the teachers' understanding and implementation of Florida standards and the instructional framework along with the work on the DPLC.

**Person Responsible**

Heather Bielski

**Schedule**

Weekly, from 9/4/2017 to 5/25/2018

***Evidence of Completion***

professional development agenda and content, sign in sheets to make sure teachers attend.

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

Monitor for understanding of the Florida standards, close reading/complex text strategies and the instructional framework through classroom observations, coaching and frequent feedback. Teachers who have poor implementation practices will be provided additional coaching. Student data will be discussed at weekly meetings.

**Person Responsible**

Robert McCloe

**Schedule**

Weekly, from 8/29/2017 to 4/27/2018

***Evidence of Completion***

i-observation data and student data.

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G2.MA1 M387127	Progress of the goal will be monitored through weekly observations and weekly meetings with grade...	McCloe, Robert	8/28/2017	The leadership team will look at iObservation data along with student data to determine if progress is being made and what adjustments need to be made.	4/27/2018 biweekly
G2.B1.S1.MA1 M387125	Monitor for understanding of the Florida standards, close reading/complex text strategies and the...	McCloe, Robert	8/29/2017	i-observation data and student data.	4/27/2018 weekly
G2.B1.S1.MA1 M387126	Monitor that trainings are held as scheduled and cover appropriate material to enhance the...	Bielski, Heather	9/4/2017	professional development agenda and content, sign in sheets to make sure teachers attend.	5/25/2018 weekly
G1.B1.S1.MA1 M387123	Review of google docs	McCloe, Robert	8/14/2017	We should see an increased level of implementation throughout the year of strategies shared and observed through the DPLC process and increase in overall student achievement data	5/30/2018 one-time
G1.B1.S1.A1 A362284	Through leadership team and DPLC walkthrough observation log, model classrooms will be identified	McCloe, Robert	8/14/2017	Observation log via google docs and iObservation	5/30/2018 weekly
G1.B1.S1.A2 A362285	Teachers will be paired to conduct instructional rounds in model classrooms	McCloe, Robert	10/2/2017		5/30/2018 quarterly
G2.B1.S1.A1 A362286	Conduct needs assessment	Bielski, Heather	8/14/2017	Survey results	5/30/2018 quarterly
G2.B1.S1.A2 A362287	Develop a plan based on the results of the needs assessment and observations from the leadership...	Bielski, Heather	8/14/2017	Plan for implementation	5/30/2018 quarterly
G2.B1.S1.A3 A362288	Access feedback through grade level collaboration	McCloe, Robert	8/14/2017	PLC notes	5/30/2018 weekly
G2.B1.S1.A4 A362289	Provide Professional Development through coaching on close reading and complex text.	Bielski, Heather	8/14/2017	Informal/Formal Observation, Lesson Plans, Collaborative Planning Meetings	5/30/2018 monthly
G2.B1.S1.A5 A362290	Special Area, ESE and Regular Ed teachers meet regularly to share information on curriculum and...	McCloe, Robert	9/4/2017	Collaborative Planning Meetings	5/30/2018 quarterly
G1.MA1 M387124	Walkthrough data and trends will be closely monitored as well as focusing on an increase in...	McCloe, Robert	9/11/2017	Walkthrough Google Docs and data spreadsheet	5/31/2018 monthly
G1.B1.S1.MA1 M387122	Leadership Team will regularly review and discuss walkthrough google docs form to monitor for...	McCloe, Robert	10/2/2017	Walkthrough notes will indicate more teachers using strategy effectively	5/31/2018 biweekly

## V. Professional Development Opportunities

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

**G1.** Increase rigorous instruction through professional development given by the District Professional Learning Communities with a focus on close reading and text complexity.

**G1.B1** Teachers have various levels of knowledge and implementation of close reading and text complexity

**G1.B1.S1** Teachers will attend PD on close reading strategies and will observe teachers who have been identified as having a model classroom.

### **PD Opportunity 1**

Through leadership team and DPLC walkthrough observation log, model classrooms will be identified

#### **Facilitator**

DPLC Team

#### **Participants**

All instructional staff

#### **Schedule**

Weekly, from 8/14/2017 to 5/30/2018

### **PD Opportunity 2**

Teachers will be paired to conduct instructional rounds in model classrooms

#### **Facilitator**

Leadership Team

#### **Participants**

All instructional staff

#### **Schedule**

Quarterly, from 10/2/2017 to 5/30/2018

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B1.S1.A1	Through leadership team and DPLC walkthrough observation log, model classrooms will be identified				\$0.00
2	G1.B1.S1.A2	Teachers will be paired to conduct instructional rounds in model classrooms				\$0.00
3	G2.B1.S1.A1	Conduct needs assessment				\$0.00
4	G2.B1.S1.A2	Develop a plan based on the results of the needs assessment and observations from the leadership team				\$0.00
5	G2.B1.S1.A3	Access feedback through grade level collaboration				\$24,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	2110	100-Salaries	1921 - Eagle Creek Elementary	General Fund		\$24,000.00
			<i>Notes: Hourly rate for PD development</i>			
6	G2.B1.S1.A4	Provide Professional Development through coaching on close reading and complex text.				\$0.00
7	G2.B1.S1.A5	Special Area, ESE and Regular Ed teachers meet regularly to share information on curriculum and individual student support needs.				\$0.00
					<b>Total:</b>	<b>\$24,000.00</b>