

Orange County Public Schools

West Creek Elementary



2017-18 Schoolwide Improvement Plan

West Creek Elementary

5056 TACON DR, Orlando, FL 32837

<https://westcreekes.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	53%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	76%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	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 West Creek Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- 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.

West Creek Elementary has a diverse student population representing a variety different cultures and nationalities. As part of our character education curriculum and multicultural family events we work to help students learn about their similarities and differences. We then work to help students learn to celebrate their unique differences and how everyone's differences can support the greater part of the whole. Through our Parent Leadership Committee we make a contentious effort to learn about our school's makeup of students coming with different languages and/or cultural heritages. Each year we celebrate our world and the many cultures through our school-wide Multicultural Fair. Relationships between the staff and the community are dependent on the understanding and acceptance of each other's backgrounds and heritage. The underlying level of acceptance and respect is what helps us to build the relationships needed for success.

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

The West Creek faculty and staff work to build relationships with students and the community through the philosophy of "Rigor, Relevance and Relationships". Discussions of the research behind the importance and impact of building relationships occur in staff and grade-level meetings. From the time students are welcomed into the building until the time they exit our campus, staff are both present and approachable throughout the school to ensure students feel safe and cared for. At West Creek the families and staff work hand in hand to ensure a positive learning environment for our scholars.

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.

West Creek utilizes the Positive Behavioral Intervention and Supports (PBIS) model of behavior management. PBIS is a systemic approach to proactive, school-wide behavior based on the MTSS model. PBIS applies evidence-based programs, practices and strategies for all students to increase academic performance, improve safety, decrease problem behavior, and establish a positive school culture. Through the implementation of PBIS we build on existing strengths, complementing and organizing current programming. The PBIS model helps with a reduction in disciplinary interventions and increases in academic achievement. Data-based decision making is a hallmark of PBIS, allowing successes to be easily shared with all relevant stakeholders. Faculty and staff are trained on the

school-wide behavior expectation and these are reviewed with students at the start of each marking period.

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.

West Creek knows the importance of meeting all the needs of all students. We employ one Guidance Counselor, two Behavior Specialists, and two Program Assistants on staff. These staff members work with the students that have been identified as having behavioral or social-emotional needs. These needs are met through behavior plans and supports, social skills lessons, and positive behavioral reinforcements. In addition to this level of behavior support, our school Instructional Coaches help to mentor students that need additional classroom and academic support. Students with needs are monitored through the MTSS academic and behavior models.

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.

West Creek utilizes a Multi-tiered System of Support (MTSS) to ensure students' are being monitored and served at their specific academic and behavioral levels. Weekly meetings are held to discuss common lesson planning, assessments, and analysis of data. Students not demonstrating a mastery of grade-level standards (through multiple data points including statewide assessments) are provided additional intervention time and strategies, and are monitored weekly or bi-weekly for growth of targeted skills. In addition to academics, we also use the MTSS model to monitor and support behavioral issues demonstrated by individual students. This system allows us to tailor the behavior support to the specific issues and needs of each student. Our school-wide behavior team, consisting of the Principal, Assistant Principal, Guidance Counselor, Staffing Specialist, Behavior Specialists, Behavior Trainers and a classroom teacher work to monitor the specific levels of intervention and the appropriateness for any issues that are evident.

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	12	8	3	5	5	5	0	0	0	0	0	0	0	38
One or more suspensions	0	0	0	1	1	1	0	0	0	0	0	0	0	3
Course failure in ELA or Math	22	29	41	46	55	31	0	0	0	0	0	0	0	224
Level 1 on statewide assessment	0	0	0	26	40	19	0	0	0	0	0	0	0	85

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	4	5	2	27	33	16	4	0	0	0	0	0	0	91

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

The faculty, staff, and parent community work together and communicate often to problem solve ways to improve academic performance. Formative and summative assessment data is used to identify students who need targeted and/or intensive interventions. Our attendance clerk and social worker proactively address potential attendance concerns. Students with behavioral needs are identified and the MTSS team, including parents, work collaboratively to identify the antecedents and positive reinforcements that can be used in a positive behavior intervention model to help modify and extinguish behaviors while getting students the social-emotional support they may need.

In a review of the Best Practices for Inclusive Education (BPIE) data, we noticed three somewhat interrelated areas that we needed to particularly address. Indicator 7 emphasizes that the expectations for all school personnel to share responsibility for all of the students in their building and consider all students with disabilities (SWDs) as general education students first. Indicator 21 concentrates on instructional and related services personnel use, such as formative assessment processes and tools to gather, analyze and evaluate data about effective instruction and behavior interventions for all students with and without disabilities in general education and natural contexts. Lastly, Indicator 27 focuses on the expectation that all special education teachers are full, collaborative members of a general education team.

We continue to address the needs that these indicators outline, goals were developed to address the areas of concern. In order for teachers to become more knowledgeable and proficient in teaching SWDs, teachers will have the opportunity to see differentiated instruction, including the use of strategies and techniques aimed at meeting the needs of SWDs, be able to practice what has been observed and receive feedback in order to strengthen their expertise. Classroom walkthroughs will also be utilized as a means to provide opportunities for teachers to see effective differentiated instruction. Weekly scheduled collaborative planning, which includes opportunities for special education teachers to meet with various teams in order to work jointly, is one way we are addressing indicators 21 and 27. Special education teachers will also collaborate with regular education teachers during quarterly planning days. Leadership team will support all teachers during collaborative planning meetings in order to ensure all subgroups of students are being planned for and intentionally discussed.

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

West Creek has a high level of parent participation in our PTA, at school events, activities, and in the classrooms as volunteers. West Creek would like to continue to increase the overall percentage of parents volunteering and participating in our school by 10% or up to 85% for each activity.

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.

West Creek is fortunate to be located in a very strong community. Through our PTA, ADDitions volunteers, and Partners in Education (PIE), we work as a team to ensure that our students have the resources needed to thrive in the educational environment. In the last five years our PTA has donated over \$100,000 to the school to support our quest to keep up with the technology needed to provide a 21st Century educational environment and to enrich our students through arts education. Our community partners are very generous to the needs of our students. PIE donates both time and resources to ensure that our teachers and scholars have what they need to successfully implement and interact with the curriculum.

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
Sico, Sheri	Principal
Phillips, Kathleen	Assistant Principal
Nichols, Katrina	Instructional Coach
Ortiz, Brenda	Other
Quinlan, Kim	Instructional Coach
Barbieri, Charlene	Instructional Coach
Santangelo, Giuliana	Other
	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.

The leadership team of West Creek Elementary consists of:

- Sheri Sico, Principal- oversees all aspects of instruction, attends and provides input in planning meetings, monitors student achievement data and instructional practices, completes observations/ evaluations and provides actionable feedback, collaborates with leadership team and team leaders on mattering including instruction, assessments and other school-based practices and policies, specifically works with first, third and fifth grade.
- Kathleen Phillips, Assistant Principal- supports principal in carrying out school and district vision and mission; collaborates with leadership team and teachers, conducts observations/ evaluations and provides actionable feedback, specifically works with kindergarten, second, and fourth grades and ESE.
- Katrina Nichols, CRT- Collaborates with teachers, facilitates mentor/mentee program, provides input and support during planning meetings for standards-based instruction, provides instructional feedback through coaching observations, manages and coordinates all testing k-5, maintains and is the point person for instructional resources, oversees Saturday School
- Kim Quinlan, Reading Coach- provide coaching to identified teachers, provides instructional guidance for groups of students and individual students, member of DPLC, MTSS coach for first, fourth and fifth, provides PD, instructional feedback through coaching observations, oversees before

and after school tutoring

- Charlene Barbieri, Math/Science Coach- provide coaching to identified teachers, provides instructional guidance for groups of students and individual students, member of DPLC, MTSS coach for kindergarten, second, and third grades, provides PD, instructional feedback through coaching observations
- Brenda Ortiz, CCT- Supports ELL learners through creating schedules and gathering resources for ESOL paraprofessionals, provides ESOL specific PD, supports teachers and acts as a liaison to parents, instructional feedback through coaching observations
- Giuliana Santangelo, Staffing Specialist- facilitates ESE/504 meetings to ensure students' needs are met and to maintain compliance with the state, collaborates with ESE and regular education teachers, collaborates with MTSS team

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 school-based MTSS Leadership Team will use a continuous improvement model with teachers in order to create a support system for students not achieving grade-level standards and/or falling into the "Early Warning" criteria. The Leadership Team will work with teachers to ensure that all staff members are growing professionally and are increasing student achievement. Multiple common assessments will be performed at key points throughout the year and student data will be analyzed to determine specific areas of strength and identify any areas of need. Students' assessments help to determine each student's overall level of need. Once a level of need has been established, grade-level teams perform an analysis of data to determine key targeted skills or strands that need further attention. Data analysis helps to identify strengths and needs of both the teachers and the students. Weekly data meetings and Professional Learning Community (PLC) meetings provide a forum for teachers, Instructional Coaches, and administrators to discuss data trends and analysis, as well as develop intervention plans specific to the needs of each Tier II and Tier III student.

If available, Supplemental Academic Instruction (SAI) funds will be used to support after-school tutoring opportunities for students in grades 3-5 who are performing below the proficiency level on Florida Standards Assessment (FSA) and/or new students that are currently receiving Tier II and III interventions in Reading based on MTSS requirements.

In addition, monies are set aside for human and material resources specifically for this purpose. District provides CRMs are also utilized.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Sheri Sico	Principal
Betty Durango	Teacher
Marisela Del Cid	Parent
Hilary Mapuhi	Teacher
Millie Estevez-Moqueete	Teacher
Katrina Nichols	Teacher
Crystal Allen	Parent
Sonia Rodriguez	Education Support Employee
Chenia Thate	Parent
Tamia Martinez	Teacher
Swati Sonje	Parent
Jason Fetherolf	Parent
Michelle Flynn	Parent
Marion McKenzie	Business/Community
Todd Phillips	Parent

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 2017-2018 SAC will review the SIP during the September 2017 meeting. The goals were developed through staff collaboration and analysis of available school-wide data. FSA data will be reviewed.

b. Development of this school improvement plan

The SAC will provide input for school improvement activities and goals. This committee will help to analyze the parent/staff/student surveys, and use this analysis to guide the decision making process and setting of improvement goals for the school. SAC will also help to monitor completion of activities that are part of the improvement plan.

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

Each year the West Creek staff is invited to participate in a budget round table where the current needs of the school are identified and a staff "wants and needs" list is developed and prioritized. The projected budget is reviewed and scenarios are discussed through to demonstrate how the allocations of funds can support both the staffing and resource needs of the school. The preliminary budget and pending enrollment forecasts are shared with SAC and priority items are discussed.

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

West Creek had \$9,179.77 in school improvement funds which were used to send 11 teachers to a 5 day Kagan training focused on engagement strategies aimed at increasing understanding.

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.

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
Sico, Sheri	Principal
Phillips, Kathleen	Assistant Principal
Quinlan, Kim	Instructional Coach
Nichols, Katrina	Instructional Coach
Ortiz, Brenda	Other
Paschall, Robert	Teacher, K-12
Goldenberg, Tamara	Teacher, K-12
Fetherolf, Jason	Teacher, K-12

b. Duties

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

The Literacy Leadership Team (LLT) helps to promote literacy school-wide by ensuring that all classroom teachers increase the use of high yield strategies in the area of reading aligned to Instructional Framework Design Questions 2, 3, 4. The LLT also provides support by ensuring that the school increases the number of students meeting or exceeding grade level expectations on FSA, by closely monitoring the lesson planning and instruction in reference to the Florida Standards. In addition the use of Document-Based Questioning (DBQ) and comprehension strategies are expected within all content areas. The i-Ready, Imagine Learning and AR programs are also used to help motivate students to continue their progress in the area of reading. Finally the LLT works with parents and the community to ensure that reading is highlighted and celebrated.

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.

West Creek Elementary prescribes to the PLC model of collaboration. Each year a team of West Creek teachers attends the Solution Tree/Rick DuFour PLC conference, learning how to implement this model and the key strategies. At the start of the school year each team works together to write collective commitments, team "Norms", and SMART goals. Weekly collaboration and team planning with administration occurs along with additional team planning and collaboration time provided through our early release Wednesdays and before school. Meetings take place with a focus on the "Big Ideas" and the "Key Questions" to support learning and drive instruction.

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

As an "A" school for twelve years, West Creek has been fortunate to be able to recruit highly qualified candidates for interviews and positions. We work alongside Orange County Public School (OCPS) employment services to guarantee candidates are highly qualified, in-field, ready for service and able to be hired by the West Creek administration. To recruit, we develop relationships with interns, substitutes, volunteers and those who complete observation hours. We then pursue those individuals as candidates if the opportunity presents itself. Administrators, instructional coaches, mentors work with staff to refine and enhance teachers' knowledge and capacity through continued support and professional development.

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

West Creek has experienced teachers that serve as mentors for new and/or teachers needing support. The pairing of mentors is done based on strengths of the mentors, needs of the mentees, and experience with the curriculum that the mentee is working with. Monthly "Rookie Rap" meetings provide additional staff development and support for our new teachers. Topics for these meetings are driven by the specific needs of the group, and by suggestions from the group. A list of our current mentors and their background is below:

Hilary Mapuhi- 15+ years of experience

- Teaching on same grade level as mentee
- Teacher Leader
- Blackbelt trainer in Language Arts
- Clinical Educator training
- Weekly mentor/mentee meeting
- Ongoing training on the same grade level as mentees

Kami Brown- 15+ years of experience

- Team Leader
- Teacher Leader
- Teacher of the Year
- Clinical Educator training
- Weekly mentor/mentee meeting
- Ongoing training on the same grade level as mentees

Wendy Cecil- 15+ years of experience

- Teaching on same grade level as mentee
- Teacher Leader
- Blackbelt trainer in Language Arts
- Clinical Educator training
- Weekly mentor/mentee meeting
- Ongoing training on the same grade level as mentees

Charlene Barbieri- 13+ years of experience

- Teacher Leader/Coach
- Clinical Educator training
- Weekly mentor/mentee meeting
- Ongoing training on the same grade level as mentees

Tamia Martinez

- Teaching on same grade level as mentee
- Teacher Leader
- Clinical Educator training

- Weekly mentor/mentee meeting
- Ongoing training on the same grade level as mentees

Tama Gambler-Price- 20+ years

- Teacher Leader
- Co-chairs of the same club
- Clinical Educator training
- Weekly mentor/mentee meeting
- Ongoing training on the same grade level as mentees

Emily Dyshuk- 10+ years

- Teacher Leader
- Teach same age children as mentee
- Clinical Educator training
- Weekly mentor/mentee meeting
- Ongoing training on the same grade level as mentees

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.

The district 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.

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.

West Creek uses whole group and small group instruction for the delivery of core academics. Students are afforded a minimum of two opportunities within the school day where instruction is targeted to their area of need. Instruction is differentiated to meet the needs of our students. This is inclusive of our high performing and gifted learners. The MTSS process enables multiple data points to be generated and analyzed to monitor the level and continued growth of each student. Each student is placed in an instructional tier. The assigned tier determines the level of instruction, the amount of additional support needed, and the frequency of monitoring for the student. Students in Tier II and III are provided 30 minutes of additional small group daily intervention during our "What I Need" time (WIN). The students that are in Tier III are also provided additional time to work on explicit areas of need as determined by grade-level assessments.

Our ELL students along with those in the bottom 25% are targeted in various ways. Those students receive specific Tier II and III intervention based on vocabulary, fluency, comprehension, and phonics. Diagnostic assessments are used to determine areas of need and students are then specifically grouped to receive instruction targeted at their area of deficit. We also target these groups for before and after school tutoring along with Saturday School.

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: 1,920

West Creek has a wide variety of after-school programs that are made available to our students. Programs include engineering, drama, art, pottery, music, martial arts, dance and sports. One of our major after-school providers is the YMCA. The YMCA offers our students experiences that develop their awareness of health, family and community. They also support our students with completing homework and unfinished classroom assignments.

Strategy Rationale

After school programs are utilized to provide students with a well-rounded teaching and learning experience in order to develop a sense of discipline, commitment, and social responsibility

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Phillips, Kathleen , kathleen.phillips@ocps.net

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

The daily school attendance and academic performance of students participating in after school programs will be monitored.

Strategy: Weekend Program

Minutes added to school year: 1,800

During select Saturdays students will be provided enrichment and remediation opportunities at school.

Strategy Rationale

Saturday School will be used to provide additional time to support the teaching and learning of explicit skills and standards.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Nichols, Katrina, katrina.nichols@ocps.net

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

iReady data will be collected and analyzed to determine areas of need to track progress.

Strategy: Extended School Day

Minutes added to school year: 960

After-school tutoring will be provided for students in Tier II and III and/or scoring below the proficiency level on FSA. This includes our struggling ELL students along with those in the bottom 25%. This tutoring provides additional intervention on targeted skills to strengthen the foundational reading skills of our students. School-based assessments (done during the school day) are used to determine individual needs of students. Students are monitored through a baseline and final assessment to determine if they have mastered the targeted skills required for grade-level mastery.

Strategy Rationale

After school tutoring is used to provide additional time to support the teaching and learning of explicit skills needed by individual students.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Quinlan, Kim, kim.quinlan@ocps.net

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

Students are monitored through a baseline and final assessment (done during the school day) to determine if they have mastered the targeted skill required for grade-level mastery. This data also helps to inform and support the after school tutoring. Data is collected by the Literacy Coach and used to assess the effectiveness of the program and the continued needs of each student.

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.

Preschool students are invited to attend our kindergarten orientation with their parents in the spring. During this orientation these future kindergarten students visit a kindergarten classroom where they participate in a kindergarten experience. This opportunity introduces our future kindergartners to our school, our staff, and the set-up of a kindergarten classroom. These future kindergarten students and their parents are also invited to join current students for our spring Family Literacy Night, our Multicultural Family event, and our school Carnival. Prior to starting school, the new kindergarten students are invited to come for a one-on-one assessment with one of our kindergarten teachers. This allows an opportunity for the teachers to get to know these new students and their baseline academic strengths and needs. The data collected throughout our students' careers at West Creek is shared with the area middle school to provide background information for the students. We coordinate with Hunter's Creek Middle to provide opportunities for our students to visit and for them to come over and provide information as well. They will be conducting one-on-one meetings with our outgoing 5th graders. Meetings with the middle schools receiving our ESE students are held as well.

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.

West Creek has implemented many strategies and practices often associated with Destination College. Interactive notebooks, note-taking skills, organizational tools and goal setting are all implemented throughout the school.

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

N/A

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

N/A

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.

N/A

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.

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.

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.** Teachers will work collaboratively to plan for and deliver effective lessons with a focus on standards-aligned tasks and close reading strategies with content specific, complex text.

- G2.** Teachers will make data-driven decisions for targeted small group instruction in order to increase student achievement and decrease the achievement gap.

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. Teachers will work collaboratively to plan for and deliver effective lessons with a focus on standards-aligned tasks and close reading strategies with content specific, complex text. 1a

G095117

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	80.0
FSA ELA Achievement	80.0
ELA/Reading Gains	75.0
FSA Mathematics Achievement	83.0
ELA/Reading Lowest 25% Gains	60.0
Math Gains	83.0
Math Lowest 25% Gains	80.0

Targeted Barriers to Achieving the Goal 3

- Classroom teachers' current level of understanding and comfortability on how to effectively plan for and implement quality standards-based instruction can act as a barrier to achieving our goal.

Resources Available to Help Reduce or Eliminate the Barriers 2

- OCPS Crosswalk, Hess'/Webb's model of Depth of Knowledge, Marzano's "The Art and Science of Teaching", District Marzano Training, "Becoming a Reflective Teacher", "Essentials for Achieving Rigor Series", Highly Effective Instructional Support for English Language Learners, Gifted Strategies, Kagan, and the Florida Standards.

Plan to Monitor Progress Toward G1. 8

iObservation and student performance data

Person Responsible

Sheri Sico

Schedule

Quarterly, from 9/25/2017 to 4/27/2018

Evidence of Completion

iObservation, iReady, common assessments

G2. Teachers will make data-driven decisions for targeted small group instruction in order to increase student achievement and decrease the achievement gap. 1a

G095118

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	80.0
FSA Mathematics Achievement	83.0
FCAT 2.0 Science Proficiency	80.0

Targeted Barriers to Achieving the Goal 3

- Teachers have not been afforded the opportunity to deeply analyze individual and subgroup data.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Meetings with administration, Instructional Rounds & videos, Instructional Coaches, collaborative planning

Plan to Monitor Progress Toward G2. 8

Principal will monitor progress towards this goal by collecting and analyzing formative and informative assessment data based on subgroups.

Person Responsible

Sheri Sico

Schedule

Monthly, from 10/2/2017 to 5/18/2018

Evidence of Completion

Assessment data

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. Teachers will work collaboratively to plan for and deliver effective lessons with a focus on standards-aligned tasks and close reading strategies with content specific, complex text. **1**

 G095117

G1.B1 Classroom teachers' current level of understanding and comfortability on how to effectively plan for and implement quality standards-based instruction can act as a barrier to achieving our goal. **2**

 B255994

G1.B1.S1 Team leaders, reading coach, CCT and principal will be provided opportunities to deepen their understanding of close reading strategies and the use of complex text through District Professional Learning Community trainings. **4**

 S270571

Strategy Rationale

We need to build capacity among our staff in order to provide opportunities to deepen their understanding of planning and delivering effective instruction.

Action Step 1 **5**

Teachers will participate in instructional rounds with an intentional focus for observation.

Person Responsible

Sheri Sico

Schedule

Quarterly, from 9/25/2017 to 4/20/2018

Evidence of Completion

Observation/Reflection logs

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

Calendar of trainings, observations and feedback will be created

Person Responsible

Kathleen Phillips

Schedule

Quarterly, from 9/11/2017 to 4/27/2018

Evidence of Completion

Informal walkthrough data, feedback forms, planning meeting notes

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

Debriefing with DPLC team and coaching conversations

Person Responsible

Kim Quinlan

Schedule

Quarterly, from 9/25/2017 to 4/27/2018

Evidence of Completion

Meeting notes, classroom walkthrough data

G2. Teachers will make data-driven decisions for targeted small group instruction in order to increase student achievement and decrease the achievement gap. 1

G095118

G2.B4 Teachers have not been afforded the opportunity to deeply analyze individual and subgroup data.

2

B256000

G2.B4.S1 A 3 week cycle of individualized data meetings (30 mins) will be implemented to have focused conversations about student performance and progress. 4

S270578

Strategy Rationale

To identify and provide individualized instructional strategies and to ensure all students are making academic progress.

Action Step 1 5

Grade level teachers will meet individually with instructional coaches for 30 minutes on a 3 week cycle.

Person Responsible

Charlene Barbieri

Schedule

Every 3 Weeks, from 9/11/2017 to 4/27/2018

Evidence of Completion

Notes from meetings, data wall, MTSS documentation

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Calendar and notes

Person Responsible

Sheri Sico

Schedule

Monthly, from 9/18/2017 to 5/4/2018

Evidence of Completion

MTSS notes, data tracker and wall

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Formative and assessment data, observation of small group instruction

Person Responsible

Sheri Sico

Schedule

Quarterly, from 9/18/2017 to 5/4/2018

Evidence of Completion

data tracker, notes, lesson plans, iObservation

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B1.S1.A1 A362373	Teachers will participate in instructional rounds with an intentional focus for observation.	Sico, Sheri	9/25/2017	Observation/Reflection logs	4/20/2018 quarterly
G1.MA1 M387224	Observation and student performance data	Sico, Sheri	9/25/2017	iObservation, iReady, common assessments	4/27/2018 quarterly
G1.B1.S1.MA1 M387216	Debriefing with DPLC team and coaching conversations	Quinlan, Kim	9/25/2017	Meeting notes, classroom walkthrough data	4/27/2018 quarterly
G1.B1.S1.MA1 M387217	Calendar of trainings, observations and feedback will be created	Phillips, Kathleen	9/11/2017	Informal walkthrough data, feedback forms, planning meeting notes	4/27/2018 quarterly
G2.B4.S1.A1 A362389	Grade level teachers will meet individually with instructional coaches for 30 minutes on a 3 week...	Barbieri, Charlene	9/11/2017	Notes from meetings, data wall, MTSS documentation	4/27/2018 every-3-weeks
G2.B4.S1.MA1 M387229	Formative and assessment data, observation of small group instruction	Sico, Sheri	9/18/2017	data tracker, notes, lesson plans, iObservation	5/4/2018 quarterly
G2.B4.S1.MA1 M387230	Calendar and notes	Sico, Sheri	9/18/2017	MTSS notes, data tracker and wall	5/4/2018 monthly
G2.MA1 M387231	Principal will monitor progress towards this goal by collecting and analyzing formative and...	Sico, Sheri	10/2/2017	Assessment data	5/18/2018 monthly

V. Professional Development Opportunities

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

G2. Teachers will make data-driven decisions for targeted small group instruction in order to increase student achievement and decrease the achievement gap.

G2.B4 Teachers have not been afforded the opportunity to deeply analyze individual and subgroup data.

G2.B4.S1 A 3 week cycle of individualized data meetings (30 mins) will be implemented to have focused conversations about student performance and progress.

PD Opportunity 1

Grade level teachers will meet individually with instructional coaches for 30 minutes on a 3 week cycle.

Facilitator

Math and ELA coaches

Participants

All classroom teachers

Schedule

Every 3 Weeks, from 9/11/2017 to 4/27/2018

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	Teachers will participate in instructional rounds with an intentional focus for observation.				\$0.00
2	G2.B4.S1.A1	Grade level teachers will meet individually with instructional coaches for 30 minutes on a 3 week cycle.				\$4,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1141	120-Classroom Teachers	0232 - West Creek Elementary	General Fund		\$4,500.00
			<i>Notes: Weekly subs for classroom teachers</i>			
					Total:	\$4,500.00