West Creek Elementary

2020-21 Schoolwide Improvement Plan

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West Creek Elementary

5056 TACON DR, Orlando, FL 32837

https://westcreekes.ocps.net/

Demographics

Principal: Michelle Couret   Start Date for this Principal: 6/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	46%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (66%) 2017-18: A (64%) 2016-17: A (70%) 2015-16: A (65%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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5056 TACON DR, Orlando, FL 32837

https://westcreekes.ocps.net/

School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	47%

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	2019-20	2018-19	2017-18	2016-17
Grade	A	A	A	A

School Board Approval

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

SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

To ensure every student has a promising and successful future.

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Couret, Michelle	Principal	Establish and communicate unified school vision, with all stakeholders, including students' needs as the priority. Maintain a safe working environment. Manifest a professional code of ethics and values. * Respond to internal and external customers in a timely, accurate, courteous and empathetic manner representing OCPS in a positive light. * Model the routine, intentional and effective use of technology in daily work, including communications, organization and management tasks. * Provide assistance, technical expertise and support services to school staff in the areas of student assessment, curriculum and school improvement processes with the focus on all students learning and achieving. Establish effective student progress monitoring processes. * Develop processes for complying with critical district, state and federal requirements and monitor those processes for compliance. * Direct, supervise, and evaluate teachers and staff members, and hold them accountable for services consistent with the school's management philosophy and goals. * Facilitate the professional development provided for school improvement efforts. * Oversee management of specific grant funds for school improvement efforts. * Follow district policies and procedures as related to all HRMD guidelines and district's instructional initiatives. * Follow the district's policies and procedures as related to fixed assets. * Develop leadership in subordinates. * Responsible for keeping up to date on current technology being used by OCPS. With the support of the district, attend training to ensure skill level in various technologies is at level required to perform in current position. * Responsible for maintaining timely and accurate information and accountable for the quality of information maintained by those they supervise. * Responsible for self development and keeping up to date on current research, trends and best practices relevant to the area of responsibility. • Perform other duties and responsibilities as assigned by supervisor
Knight, Michael	Assistant Principal	Support Principal in the following areas: Manifest a professional code of ethics and values. * Respond to internal and external customers in a timely, accurate, courteous and empathetic manner representing OCPS in a positive light. * Model the routine, intentional and effective use of technology in daily work, including communications, organization and management tasks. * Provide assistance, technical expertise and support services to school staff in the areas of student assessment, curriculum and school improvement processes with the focus on all students learning and achieving. * Develop processes for complying with critical district, state and federal requirements and monitor those processes for compliance. * Direct, supervise, and evaluate teachers and hold them accountable for services consistent with the school's management philosophy and goals. * Facilitate the professional development provided for school improvement

Name	Title	Job Duties and Responsibilities
		efforts. * Oversee management of specific grant funds for school improvement efforts. * Follow district policies and procedures as related to all HRMD guidelines and the district's instructional initiatives. * Follow district policies and procedures as related to fixed assets. * Develop leadership in subordinates. * Responsible for keeping up-to-date on current technology being used by OCPS. With the support of the district, attend training to ensure skill level in various technologies is at the level required to perform in current position. * Responsible for maintaining timely and accurate information and accountable for the quality of information maintained by those they supervise. * Responsible for self-development and keeping up to date on current research, trends and best practices relevant to the area of responsibility. • Perform other duties and responsibilities as assigned by supervisor.
Nichols, Katrina	Instructional Coach	• Work with administrators and instructional teams to plan and implement hands-on programs and activities for students and the school. • Participate as an active member with other faculty and staff. • Participate in a cooperative effort with faculty and staff to plan, implement and evaluate programs of continuing school improvement. • Participate in personal professional growth activities focused on the acquisition of new and improved skills and knowledge. • Diagnose and analyze student progress and programs • Utilize a variety of instructional techniques to support teachers in the individual needs of students. • Utilize technology and current research in coaching instruction. • Evaluate students' progress on a regular basis. • Support classroom management techniques conducive to an effective classroom climate. • Show sensitivity to students, parents and the community and promotes student self-esteem. • Maintain professional relationship between school and parents. • Maintain all records as required • Assist in the protection of student and school property. • Responsible for keeping up-to-date on current technology, as job appropriate, being used by OCPS. With the support of the district, attend training to ensure skill level in various technologies is at the level required to perform in current position. • Responsible for timely and accurate information they maintain as part of their job responsibilities. • Perform other duties as assigned by the Principal.
Ortiz, Brenda	Other	• Work with administrators and instructional teams to plan and implement hands-on programs and activities for students and the school. • Participate as an active member with other faculty and staff. • Participate in a cooperative effort with faculty and staff to plan, implement and evaluate programs of continuing school improvement.

Name	Title	Job Duties and Responsibilities
		• Participate in personal professional growth activities focused on the acquisition of new and improved skills and knowledge. • Diagnose and analyze student progress and programs • Utilize a variety of instructional techniques to support teachers in the individual needs of students. • Utilize technology and current research in coaching instruction. • Evaluate students' progress on a regular basis. • Support classroom management techniques conducive to an effective classroom climate. • Show sensitivity to students, parents and the community and promotes student self-esteem. • Maintain professional relationship between school and parents. • Maintain all records as required • Assist in the protection of student and school property. • Responsible for keeping up to date on current technology, as job appropriate, being used by OCPS. With the support of the district, attends training to ensure skill level in various technologies is at the level required to perform in current position. • Responsible for timely and accurate information they maintain as part of their job responsibilities. • Perform other duties as assigned by the Principal.
Quinlan, Kim	Instructional Coach	• Work with administrators and instructional teams to plan and implement hands-on programs and activities for students and the school. • Participate as an active member with other faculty and staff. • Participate in a cooperative effort with faculty and staff to plan, implement and evaluate programs of continuing school improvement. • Participate in personal professional growth activities focused on the acquisition of new and improved skills and knowledge. • Diagnose and analyze student progress and programs • Utilize a variety of instructional techniques to support teachers in the individual needs of students. • Utilize technology and current research in coaching instruction. • Evaluate students' progress on a regular basis. • Support classroom management techniques conducive to an effective classroom climate. • Show sensitivity to students, parents and the community and promotes student self-esteem. • Maintain professional relationship between school and parents. • Maintain all records as required • Assist in the protection of student and school property. • Responsible for keeping up to date on current technology, as job appropriate, being used by OCPS. With the support of the district, attends training to ensure skill level in various technologies is at the level required to perform in current position. • Responsible for timely and accurate information they maintain as part of their job responsibilities. • Perform other duties as assigned by the Principal.

Name	Title	Job Duties and Responsibilities
Barbieri, Charlene	Instructional Coach	• Work with administrators and instructional teams to plan and implement hands-on programs and activities for students and the school. • Participate as an active member with other faculty and staff. • Participate in a cooperative effort with faculty and staff to plan, implement and evaluate programs of continuing school improvement. • Participate in personal professional growth activities focused on the acquisition of new and improved skills and knowledge. • Diagnose and analyze student progress and programs • Utilize a variety of instructional techniques to support teachers in the individual needs of students. • Utilize technology and current research in coaching instruction. • Evaluate students' progress on a regular basis. • Support classroom management techniques conducive to an effective classroom climate. • Show sensitivity to students, parents and the community and promotes student self-esteem. • Maintain professional relationship between school and parents. • Maintain all records as required • Assist in the protection of student and school property. • Responsible for keeping up to date on current technology, as job appropriate, being used by OCPS. With the support of the district, attends training to ensure skill level in various technologies is at the level required to perform in current position. • Responsible for timely and accurate information they maintain as part of their job responsibilities. • Perform other duties as assigned by the Principal.
Hackerson, Marissa	School Counselor	• Work with administrators and instructional teams to plan and implement hands-on programs and activities for students and the school. • Participate as an active member with other faculty and staff. • Participate in a cooperative effort with faculty and staff to plan, implement and evaluate programs of continuing school improvement. • Participate in personal professional growth activities focused on the acquisition of new and improved skills and knowledge. • Diagnose and analyze student progress and programs • Utilize a variety of instructional techniques to support teachers in the individual needs of students. • Utilize technology and current research in coaching instruction. • Evaluate students' progress on a regular basis. • Support classroom management techniques conducive to an effective classroom climate. • Show sensitivity to students, parents and the community and promotes student self-esteem. • Maintain professional relationship between school and parents. • Maintain all records as required • Assist in the protection of student and school property. • Responsible for keeping up to date on current technology, as job appropriate, being used by OCPS. With the support of the district, attends training to ensure skill level in various technologies is at the level required to

Name	Title	Job Duties and Responsibilities
		perform in current position. • Responsible for timely and accurate information they maintain as part of their job responsibilities. • Perform other duties as assigned by the Principal.

Demographic Information

Principal start date
Friday 6/1/2018, Michelle Couret

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
7

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

Total number of teacher positions allocated to the school
56

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	46%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students

School Grades History	2018-19: A (66%)
	2017-18: A (64%)
	2016-17: A (70%)
	2015-16: A (65%)

2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
---	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	107	105	136	148	151	164	0	0	0	0	0	0	0	811
Attendance below 90 percent	18	8	10	9	15	11	0	0	0	0	0	0	0	71
One or more suspensions	0	0	1	0	1	3	0	0	0	0	0	0	0	5
Course failure in ELA	3	1	8	12	3	2	0	0	0	0	0	0	0	29
Course failure in Math	4	2	5	5	1	2	0	0	0	0	0	0	0	19
Level 1 on 2019 statewide ELA assessment	0	0	0	0	5	25	0	0	0	0	0	0	0	30
Level 1 on 2019 statewide Math assessment	0	0	0	0	4	12	0	0	0	0	0	0	0	16

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

Indicator	Grade Level													Total
---	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	14	15	12	0	0	0	0	0	0	0	41

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	2	0	5	0	1	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Wednesday 7/8/2020

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	112	149	162	166	165	162	0	0	0	0	0	0	0	916
Attendance below 90 percent	0	18	19	17	9	0	0	0	0	0	0	0	0	63
One or more suspensions	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Course failure in ELA or Math	1	2	26	9	9	8	0	0	0	0	0	0	0	55
Level 1 on statewide assessment	0	0	0	39	39	41	0	0	0	0	0	0	0	119

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	3	12	14	12	0	0	0	0	0	0	0	42

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	1	0	6	0	0	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Prior Year - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	112	149	162	166	165	162	0	0	0	0	0	0	0	916
Attendance below 90 percent	0	18	19	17	9	0	0	0	0	0	0	0	0	63
One or more suspensions	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Course failure in ELA or Math	1	2	26	9	9	8	0	0	0	0	0	0	0	55
Level 1 on statewide assessment	0	0	0	39	39	41	0	0	0	0	0	0	0	119

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	3	12	14	12	0	0	0	0	0	0	0	42

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	1	0	6	0	0	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	71%	57%	57%	70%	54%	55%
ELA Learning Gains	65%	58%	58%	67%	58%	57%
ELA Lowest 25th Percentile	61%	52%	53%	53%	53%	52%
Math Achievement	76%	63%	63%	78%	61%	61%
Math Learning Gains	71%	61%	62%	80%	64%	61%
Math Lowest 25th Percentile	53%	48%	51%	75%	54%	51%
Science Achievement	68%	56%	53%	70%	50%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	69%	55%	14%	58%	11%
	2018	68%	55%	13%	57%	11%
Same Grade Comparison		1%				
Cohort Comparison						
04	2019	64%	57%	7%	58%	6%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	58%	54%	4%	56%	2%
Same Grade Comparison		6%				
Cohort Comparison		-4%				
05	2019	59%	54%	5%	56%	3%
	2018	55%	55%	0%	55%	0%
Same Grade Comparison		4%				
Cohort Comparison		1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	73%	62%	11%	62%	11%
	2018	76%	61%	15%	62%	14%
Same Grade Comparison		-3%				
Cohort Comparison						
04	2019	71%	63%	8%	64%	7%
	2018	71%	62%	9%	62%	9%
Same Grade Comparison		0%				
Cohort Comparison		-5%				
05	2019	74%	57%	17%	60%	14%
	2018	63%	59%	4%	61%	2%
Same Grade Comparison		11%				
Cohort Comparison		3%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	65%	54%	11%	53%	12%
	2018	48%	53%	-5%	55%	-7%
Same Grade Comparison		17%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	21	30	40	21	52	54	8				
ELL	65	64	60	73	71	52	62				
ASN	91	66		95	71		83				
BLK	83	69		83	85						
HSP	59	63	63	66	69	54	56				
WHT	82	68		82	73		88				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
FRL	61	61	60	66	65	54	60				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	17	27	33	31	36	30	29				
ELL	58	65	64	66	64	56	43				
ASN	90	72		92	79		92				
BLK	76	59		80	59		50				
HSP	59	61	57	67	61	49	50				
WHT	79	71		83	72		69				
FRL	64	61	55	67	62	53	48				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	19	35	25	30	39	27					
ELL	52	60	59	66	78	78	36				
ASN	91	88		96	91		82				
BLK	79	67		84	58						
HSP	59	59	55	65	77	77	57				
WHT	75	71	46	86	83	71	81				
FRL	59	61	56	67	79	81	51				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	68
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	79
Total Points Earned for the Federal Index	544
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	66
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	82
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	80
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	64
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	79
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	63
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component that showed the lowest performance was Math lowest 25%. Overall this cohort of students from Grade three to Grade four decreased by 5%. However, the students from Grade four to Grade five showed an increase in their scores by 11%. The trends in this data indicate fourth grade teachers lacked substantial learning gains with students, and would benefit from intentional lesson planning. This trend is also seen in the English Language Arts data.

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

The data component that showed the greatest decline from the prior year was Math learning gains in the lowest 25%. As a school body, last year the decision was made to increase daily student engagement and participation through academic games and discourse. While the school was able to make sufficient progress, the overall performance of students in the area of Math learning gains decreased in addition to the Math performance remaining the same.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component that had the greatest gap when compared to the state average was in English Language Arts was where our school performed 14 points higher than the state average. This phenomenal performance is due to the immense support provided by the community including teachers, parents, and students. There was a deliberate practice in increasing student performance through the focus of vocabulary and close reading
including science through high yield instructional practices and strategies.

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

The data component that showed the most improvement was in the area of Science achievement. There was a 17 point increase, raising the school's proficiency score from 48% to 65%. This score increase can be attributed to close reading strategies in the area of Science, teachers attending

OCPS Science Impact Training, hands-on science activities, and targeted science vocabulary instruction. Through the dissection of science standards and student performance on each Progress Monitoring Activity, teachers and instructional coaches were able to effectively plan supporting activities for the scholars.

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

Reflecting on the EWS data, one area of concern is the high number of second grade students who had a course failure in English Language Arts or Math. This number is not ideal, especially in the K-2 academic band.

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

1. Increase learning gains in the bottom 25% quartile in Math, including ESE students.
2. Increase learning gains in the bottom 25% quartile in English Language Arts, including ESE students.
3. Actively create and maintain an environment in which students' social-emotional well-being is acknowledged and respected.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	Title Increase learning gains in the bottom 25% in Math. Rationale Based on our 2018-2019 school performance of our students in the bottom 25% in the area of Math, 53% of students showed learning gains. Based on our 2019 BPIE assessment, we will focus on a school-wide approach for planning and implementing UDL across all instructional and non- instructional school contexts.
Measurable Outcome:	For the 2020-2021 school year, our school data will indicate at least 65% of students in the bottom 25% of all students (including ESE students) will show learning gains.
Person responsible for monitoring outcome:	Michelle Couret (michelle.couret@ocps.net)
Evidence-based Strategy:	Integrating Project Based Learning: PBL experiences will engage all students through collaboration, critical thinking and problem solving regarding real-world issues. Students will produce and defend solutions through the analysis of reasoning and logic of information, demonstrating new insights gained through this process.
Rationale for Evidence-based Strategy:	PBL aligns with the school's Social-Emotional Learning (SEL) initiatives by providing situations which require students to listen, empathize, collaborate, negotiate and persevere. PBL will deepen students understanding of content knowledge and enhances long term retention, decision making, critical thinking and problem solving.

Action Steps to Implement

1. Professional Development with focus on Project Based Learning and Best Practices in the area of Math.
2. Increased implementation of small math group in daily instructional routines and practices, K-5 including ESE self-contained classes.
3. Math manipulatives usage will increase in all classrooms
4. Grade level, common planning will include the support of differentiated instruction for students to allow multiple means of response representation,expression and engagement (this aligns with games/ manipulatives/ and academic conversations).
5. Super Saturdays - Acceleration will increase student achievement engagement of lower achieving students in the lowest 25% in grades 1-2 and 3-5, including students of poverty, through an intentional focus on pre-teaching in order to build background knowledge and vocabulary. Culturally Responsive Instruction will provide a focus for teachers to communicate effectively with ELL students and their families.

Person Responsible Charlene Barbieri (charlene.barbieri@ocps.net)

#2. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	Title Increase learning gains in the bottom 25% in English Language Arts Rationale West Creek Elementary's 2018-2019 data showed there was no growth in the learning gains from students in the bottom 25%. The percentage remains at 65%. Based on our 2019 BPIE assessment, we will focus on a school-wide approach for planning and implementing UDL across all instructional and non-instructional school contexts.
Measurable Outcome:	For the 2020-2021 school year, our school data will indicate at least 75% of students in the bottom 25% of all students (including ESE students) will show learning gains.
Person responsible for monitoring outcome:	Michelle Couret (michelle.couret@ocps.net)
Evidence-based Strategy:	Organizing Students to Practice and Deepen Knowledge: Students interact in small groups and utilize effective conative skills necessary for collaboration during academic discourse, to practice and deepen knowledge.
Rationale for Evidence-based Strategy:	During guided academic discourse, students' use of conative skills are necessary for understanding and interacting with others. These strategies enable students to strategically extend learning as they enhance communication skills, procedural skills, and deepen their content knowledge.

Action Steps to Implement

1. Continued district training utilizing academic discourse and best practices.
2. Increased implementation of small reading instruction in daily instructional routines and practices, K-5 including ESE self-contained classes.
3.Grade level, common planning will include the support of differentiated instruction for students to allow multiple means of response representation, expression and engagement.
5. Super Saturdays - Acceleration will increase student achievement engagement of lower achieving students in the lowest 25% in grades 1-2 and 3-5, including students of poverty, through an intentional focus on pre-teaching in order to build background knowledge and vocabulary. Culturally Responsive Instruction will provide a focus for teachers to communicate effectively with ELL students and their families.

Person Responsible	Kim Quinlan (kim.quinlan@ocps.net)

#3. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	Many of our students speak different languages. We need to intentionally teach them how to collaborate and communicate effectively when learning and problem solving. Our goal is to Increase all students' social emotional development and positively impact our school culture.
Measurable Outcome:	For the 2020-2021 school year, our School Student Survey results will show a 3-5% increase in the following: Standard 3, Statement 8: "My teachers listen to me." (from 86% agree to 89% agree) Standard 4, Statement 17: "My school wants children in my school to help each other even if we are not friends." (from 86% agree to 89% agree) Standard 5, Statement 18: "My principal and teachers ask me what I think about school." (from 43% agree to 48% agree)
Person responsible for monitoring outcome:	Michelle Couret (michelle.couret@ocps.net)
Evidence-based Strategy:	Daily morning and afternoon meetings will be integrated to address students' Social-emotional needs. Weekly class meetings will be incorporated to engage students in positive conflict resolution, guided by the classroom teacher. Learning curriculum and resources will be provided to support teachers and students (Caring Classroom). Through the integration of these regular, daily and weekly activities, our school will actively create and maintain an environment in which students' social-emotional well-being is acknowledged and respected.
Rationale for Evidence-based Strategy:	By incorporating SEL activities and lessons from the Caring Classroom, we will establish and maintain a positive school-wide culture with students who develop their social and emotional skills through clear expectations, intentional, direct instruction and relevant practice. (SEL curriculum and SELL team)

Action Steps to Implement

1. Staff member opportunities in SEL Professional Development.
2. Teachers incorporate daily am/pm meetings to develop classroom culture fostering inclusion, acceptance, respect, resilience, positivism.
3. Engage students in relevant, real-world problem-solving (PBL)
4. Establish vertical "Buddy Classes" to meet regularly, engaging students in building positive appropriate peer relationships.
5. Provide mindfulness classes/groups; help students w/test anxiety/daily stress.
6. Design/execute vertically aligned, thematic units of study. (i.e. resilience, relationships).
7. Monthly staff meetings allow time for teachers to share SEL practices.
8. Grade-level, common planning will support social-emotional learning activities embedded into daily/unit lesson plans.
9. Incorporate weekly meetings engaging students in active problem-solving, based on current classroom situations. Guidelines/protocols will be supported by Caring Classroom SEL curriculum.
10. "At Home" component to engage parents in dialogue with their children; supports and expands students' social emotional development. Consistent messaging/dialogue will further enrich classroom instruction. PTA can assist with communication and messaging.

Person Responsible	Marissa Hackerson (marissa.hackerson@ocps.net)

Additional Schoolwide Improvement Priorities

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

N/A

Part IV: Positive Culture & Environment

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

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

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

In order to establish a positive school culture and climate, all schools engage in ongoing, district-wide professional learning on leveraging social and emotional learning as well as leadership for student success. Through a distributive leadership model, schools use social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise in all students. Through this professional learning, schools across the district use the CASEL Core Competencies as a common language to support a positive culture of social and emotional learning and connect cognitive and conative strategies to support student success. A core team of teachers and administrators from each school, which includes a mental health designee, attend this district-wide professional learning throughout the year. The core team works with a broader school team and is charged with personalizing and implementing professional learning for school stakeholders, based on school and community needs. School leadership teams collaborate with stakeholders, through processes such as the School Advisory Council, to reflect on implementation and determine next steps. Development of positive culture and environment is further enhanced through district programs such as the Parent Academy. Schools utilize staff such as Parent Engagement Liaisons to bridge the community and school culture.

West Creek Elementary School has a high level of parent participation in our Parent Teacher Association (PTA), School Advisory Committee (SAC), school events, and in the classrooms as parent volunteers. To continue to build a positive school culture and environment, our school provides opportunities for all. For example, stakeholders are invited to our Teach-In Day, during which attendees share their careers and knowledge with our scholars. Parents and other members of our school community are invited to various activities throughout the year such as Field Day, Literacy Night, STEM Night, Science Night, Multicultural Celebration, Fall and Spring Festivals, among others. Our school is as inclusive as possible by translating school communication in Spanish and Portuguese. Our teachers maintain constant communication with parents via Class Dojo, which allows parents to translate messages in whichever language they choose. West Creek has a Facebook page that keeps the school community informed of volunteer opportunities, events, and other important information.
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.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	**Areas of Focus: ESSA Subgroup: Students with Disabilities**				**$0.00**
2	III.A.	**Areas of Focus: ESSA Subgroup: Students with Disabilities**				**$0.00**
3	III.A.	**Areas of Focus: Culture & Environment: Social Emotional Learning**				**$3,800.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0232 - West Creek Elementary	Title IV		$3,800.00
			Notes: Purchasing Caring Classroom curriculum for all grade levels, to support school wide SEL initiatives. (Published by the Collaborative Classroom)			
					Total:	**$3,800.00**