

Orange County Public Schools

West Creek Elementary



2021-22 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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	46%
2020-21 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%)
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	

* 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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	32%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	77%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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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	Position Title	Job Duties and Responsibilities
Courret, Michelle	Principal	<p>Establish and communicate unified school vision, with all stakeholders, including students' needs as the priority.</p> <p>Maintain a safe working environment.</p> <p>Manifest a professional code of ethics and values.</p> <ul style="list-style-type: none"> * 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. <p>Establish effective student progress monitoring processes.</p> <ul style="list-style-type: none"> * 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	<p>Support Principal in the following areas:</p> <p>Manifest a professional code of ethics and values.</p> <ul style="list-style-type: none"> * 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	Position Title	Job Duties and Responsibilities
		<p>efforts.</p> <ul style="list-style-type: none"> * 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.
Ortiz, Brenda	ELL Compliance Specialist	<ul style="list-style-type: none"> • 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.
Quinlan, Kim	Instructional Coach	<ul style="list-style-type: none"> • 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

Name	Position Title	Job Duties and Responsibilities
		<p>acquisition of new and improved skills and knowledge.</p> <ul style="list-style-type: none"> • 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.
Barbieri, Charlene	Instructional Coach	<ul style="list-style-type: none"> • 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	Position Title	Job Duties and Responsibilities
	School Counselor	<ul style="list-style-type: none"> • 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.
Paschall, Robert	Instructional Media	<ul style="list-style-type: none"> • 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

Name	Position Title	Job Duties and Responsibilities
		<p>training to ensure skill level in various technologies is at the level required to perform in current position.</p> <ul style="list-style-type: none"> • Responsible for timely and accurate information they maintain as part of their job responsibilities. • Perform other duties as assigned by the Principal.
Bray, Sabreena	Staffing Specialist	<ul style="list-style-type: none"> • 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.

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.*

5

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.*

7

Total number of teacher positions allocated to the school

51

Total number of students enrolled at the school

656

Identify the number of instructional staff who left the school during the 2020-21 school year.

3

Identify the number of instructional staff who joined the school during the 2021-22 school year.

8

Demographic Data**Early Warning Systems****2021-22****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	90	86	101	103	134	142	0	0	0	0	0	0	0	656
Attendance below 90 percent	3	13	15	14	9	15	0	0	0	0	0	0	0	69
One or more suspensions	0	0	0	1	0	1	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	13	17	0	0	0	0	0	0	0	30
Course failure in Math	0	0	0	0	15	19	0	0	0	0	0	0	0	34
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Number of students with a substantial reading deficiency	7	8	22	25	14	14	0	0	0	0	0	0	0	90

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	1	10	13	0	0	0	0	0	0	0	24

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	7	0	0	0	0	0	0	0	0	0	7
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 7/28/2021

2020-21 - 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	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	

2020-21 - 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	84	96	104	132	140	135	0	0	0	0	0	0	0	691
Attendance below 90 percent	11	11	8	8	15	11	0	0	0	0	0	0	0	64
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	

Part II: Needs Assessment/Analysis**School Data Review**

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				71%	57%	57%	70%	56%	56%
ELA Learning Gains				65%	58%	58%	65%	55%	55%
ELA Lowest 25th Percentile				61%	52%	53%	54%	48%	48%
Math Achievement				76%	63%	63%	76%	63%	62%
Math Learning Gains				71%	61%	62%	66%	57%	59%
Math Lowest 25th Percentile				53%	48%	51%	56%	46%	47%
Science Achievement				68%	56%	53%	61%	55%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019	69%	55%	14%	58%	11%
Cohort Comparison						
04	2021					
	2019	64%	57%	7%	58%	6%
Cohort Comparison		-69%				
05	2021					
	2019	59%	54%	5%	56%	3%
Cohort Comparison		-64%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	73%	62%	11%	62%	11%
Cohort Comparison						
04	2021					
	2019	71%	63%	8%	64%	7%
Cohort Comparison		-73%				
05	2021					
	2019	74%	57%	17%	60%	14%
Cohort Comparison		-71%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	65%	54%	11%	53%	12%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

i-Ready diagnostics from BOY, MOY, and EOY.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	31%	50%	72%
	Economically Disadvantaged	19%	51%	82%
	Students With Disabilities	0%	0%	80%
	English Language Learners	31%	61%	74%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	19%	37%	54%
	Economically Disadvantaged	11%	33%	55%
	Students With Disabilities	0%	0%	50%
	English Language Learners	18%	51%	54%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	22%	40%	46%
	Economically Disadvantaged	18%	35%	44%
	Students With Disabilities	0%	20%	10%
	English Language Learners	19%	32%	39%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	10%	17%	34%
	Economically Disadvantaged	9%	15%	24%
	Students With Disabilities	0%	10%	0%
	English Language Learners	9%	11%	25%
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	34%	46%	53%
	Economically Disadvantaged	25%	33%	43%
	Students With Disabilities	0%	7%	0%
	English Language Learners	19%	38%	42%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	6%	20%	36%
	Economically Disadvantaged	5%	18%	33%
	Students With Disabilities	0%	7%	0%
	English Language Learners	3%	11%	24%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	27%	35%	43%
	Economically Disadvantaged	21%	27%	41%
	Students With Disabilities	14%	13%	7%
	English Language Learners	18%	21%	32%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	7%	22%	39%
	Economically Disadvantaged	3%	16%	34%
	Students With Disabilities	7%	20%	15%
	English Language Learners	6%	18%	31%
	Number/% Proficiency	Fall	Winter	Spring
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	22%	37%	46%
	Economically Disadvantaged	17%	29%	39%
	Students With Disabilities	0%	0%	0%
	English Language Learners	7%	18%	29%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	13%	30%	49%
	Economically Disadvantaged	5%	21%	40%
	Students With Disabilities	0%	9%	11%
	English Language Learners	5%	21%	36%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	71%	72%	67%
	Economically Disadvantaged	63%	67%	61%
	Students With Disabilities	0%	0%	17%
	English Language Learners	59%	56%	48%
	Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	11	46		8	67		20				
ELL	59	78	76	54	67	53	57				
ASN	86	69		86	85		87				
BLK	68			71							
HSP	64	81	71	53	63	55	65				
WHT	73	73		74	81		79				
FRL	64	69	53	54	69	56	69				
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				
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	69
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	78
Total Points Earned for the Federal Index	550

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	65
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	
Asian Students	
Federal Index - Asian Students	83
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	70
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	67
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
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%	
White Students	
Federal Index - White Students	74
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
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%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The data revealed trends that showed an overall increase in Reading and Math for all grade levels, including the subgroups of Economically Disadvantaged and English Language Learners; but a drop for 5th grade Science. Also, the subgroup of Students With Disabilities did not improve from the beginning to the end of the year in Reading or Math, with the exception of 5th grade Math (slight gain).

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Historical data indicates that while overall performance has been consistent in recent years, the greatest need for improvement is in the ELA & Math Lowest 25% Gains categories.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The limitation of time available to remediate and reteach low performing students while moving forward with the scope and sequence of instruction for all students; this includes a low turnout in the after-school tutoring programs. About 55% of all students participated via LaunchEd, and did not attend school in person.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The most improvement was in Reading, for all grade levels. Of particular note was strong and consistent growth in the Economically Disadvantaged subgroup.

What were the contributing factors to this improvement? What new actions did your school take in this area?

We issued digital devices to all students, which gave more access to disadvantaged families, as well as higher visibility/awareness for all parents.
As needed, the district also provided free WIFI hotspots to allow for internet access for those in need.

What strategies will need to be implemented in order to accelerate learning?

Roll out the unit goals (syllabus) to inform students what will be covered, to include level (depth) of the standard. This could include links to online resources that allow the students to “read ahead” and preview new material before it is introduced. Additionally, offer/provide acceleration model tutoring on Saturdays.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development for our staff will be provided at the beginning of the year to ensure the teachers understand how we plan to accelerate learning throughout the school year.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

We will seek out ongoing professional development opportunities offered through our district to staff members periodically. We will also ensure out mentors include acceleration learning as a high impact item for our new teachers (mentees).

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus	The subgroup SWD continues to be our greatest area of concern in all core subjects. Using i-Ready diagnostic data for the past school year, this group performed well below other subgroups in all grade levels.
Description and Rationale:	
Measurable Outcome:	We expect SWD to increase their i-Ready scale scores in Reading and Math, reaching their "stretch goals" by the End of Year assessment. We expect at least 50% of SWD to make learning gains as measured on the ELA and Math FSA or FSAA in the Spring of 2022.
Monitoring:	Classroom and i-Ready assessment results will be monitored by administrators, coaches, general education and ESE teachers. MTSS Meetings will be held to review assessment results, student progress and adjust instruction.
Person responsible for monitoring outcome:	Michelle Couret (michelle.couret@ocps.net)
Evidence-based Strategy:	Evidenced based strategies and materials will be used consistently for all tiers of instruction on a daily basis. Specific times are allocated daily for differentiated instruction. Teachers will engage all students through PBL (Project Based Learning) to include collaboration, critical thinking and problem solving experiences 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:	Using evidenced based strategies and materials consistently will facilitate strategic, differentiated instruction. 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

Select teachers have engaged in: Orton Gillingham, Reading Mastery, SIPPS, Wilson Reading and/or PBL training sessions, in order to integrate these evidence based strategies and resources with students.

Person Responsible Michelle Couret (michelle.couret@ocps.net)

#2. 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 2021-2022 school year, our Panorama School Student Survey results will show an increase of at least 10 percentage points from 54% to 64% on the following focus question: During the past 30 days...How clearly were you able to describe your feelings?
Monitoring:	School-specific surveys will be conducted every 2-3 months to monitor students' perceptions with the question: "During the past 30 days...How clearly were you able to describe your feelings?" Administrators will visit classrooms to monitor intentional SEL instruction.
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 and intentionally focusing on student's ability to describe feelings, we will maintain a positive school-wide culture as students develop their social and emotional skills, leading to a decrease in discipline referrals.

Action Steps to Implement

Consistent Caring Classroom lessons or social skills lessons in all classrooms will enable teachers to set expectations, model and teach the SEL skills needed for students to interact positively.

Person Responsible Michelle Couret (michelle.couret@ocps.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

With a reported incident rate of 2.5%, our school ranked 1,240 out of 1,395 elementary schools statewide and 78 out of 126 in the county. This was due to one Level 4 incident the previous year. This past year, we had zero Level 4 incidences and therefore do anticipate our ranking to improve significantly. Additionally, our behavior specialist, counselor and assistant principal will continue to remain actively involved in monitoring student behavior.

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.

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.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

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 see an increase the overall percentage of families responding favorably to the question, "How aware are you of the OCPS Sustainability programs, events and initiatives such as the recycling program, school gardens and Green School awards?" from 20% to 50%.

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: Culture & Environment: Social Emotional Learning	\$0.00
Total:			\$0.00