

Orange County Public Schools

Eagle Creek Elementary



2022-23 Schoolwide Improvement Plan

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Eagle Creek Elementary

10025 EAGLE CREEK SANCTUARY BLVD, Orlando, FL 32832

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

Demographics

Principal: Patricia Cells

Start Date for this Principal: 7/18/2022

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	30%
2021-22 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	2021-22: A (72%) 2018-19: A (68%) 2017-18: A (68%)
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	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Orange County School Board on 1/24/2023.

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2021-22 Title I School</p> <p>No</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>30%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>77%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A	A	A	A

School Board Approval

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SIP Authority

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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. 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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Cells, Patricia	Principal	<ul style="list-style-type: none"> -Provides a common vision for the use of data based decision making, collaborative lesson planning and effective instructional practices and intervention -Manages school resources, including but not limited to: facilities, budget, personnel, materials and supplies that are designed to support the areas of focus for school improvement -Oversees high quality, ongoing professional development to ensure teacher growth and student achievement -Maintains communication with all stakeholder groups
Byrne, Michael	Assistant Principal	<ul style="list-style-type: none"> -Ensures that the school based team is implementing MTSS and addressing areas of focus in the SIP -Conducts assessment of MTSS skills of school staff -Ensures implementation of intervention support and documentation -Ensures adequate professional development to support MTSS
Laliberte, Katherine	Instructional Media	<ul style="list-style-type: none"> -Provides guidance with K-12 ELA Plan -Facilitates professional development -Manages school social media accounts -Assists in planning grade level field trips that align with standards -Manages K-5 Literacy program
Velarde, Sonia	School Counselor	<ul style="list-style-type: none"> -Provides support for healthy emotional and social development strategies and programs -Assist/ train teachers in resources for the new elementary health course -Conduct individual and small group counselling -Implement and participate in individual, family, and school crisis intervention -Collaborates with staff to ensure student needs are met based on areas of focus identified in the SIP
Dencker, Heather	Staffing Specialist	<ul style="list-style-type: none"> -Facilitates and supports data collection activities -Assists in data analysis -Supports the implementation of Tier I, Tier II and Tier III intervention plans that address goals identified in the SIP -Documents interventions and provides follow-up to ensure student success -Collaborates with staff to ensure student needs are met based on areas of focus identified in the SIP
Seda Cruz, Luz	ELL Compliance Specialist	<ul style="list-style-type: none"> -Supports ELL students with assessments and strategies for ELL assistance and compliance -Facilitates and supports data collection activities -Assists in data analysis -Supports the implementation of Tier I, Tier II and Tier III intervention plans that address areas of focus identified in the SIP

Name	Position Title	Job Duties and Responsibilities
Emeigh, Danette	Curriculum Resource Teacher	<ul style="list-style-type: none"> -Provides professional development to teachers and staff regarding data management and use to drive instruction -Facilitates all district and state assessments -Collaborates with staff to ensure student needs are met and SIP areas of focus are addressed -Provides guidance with K-12 ELA Plan -Assists in data analysis -Provides professional development and technical assistance to teachers in regards to data-based instructional planning -Supports the implementation of Tier I, Tier II and Tier III intervention plans that address areas of focus identified in the SIP -Collaborates with staff to ensure student needs are met based on areas of focus identified in the SIP -Provides guidance with K-12 Math Plan
Morris, Lauren	Instructional Coach	<ul style="list-style-type: none"> -Ensures that the school based team is implementing MTSS and addressing goals and targets in the SIP -Ensures implementation of intervention support and documentation -Ensures adequate professional development to support MTSS implementation -Communicates with parents regarding school based MTSS plans and activities -Common Planning -Provides guidance with K-12 ELA Plan -Assists in data analysis -Provides professional development and technical assistance to teachers in regards to data-based instructional planning -Supports the implementation of Tier I, Tier II and Tier III intervention plans that address areas of focus identified in the SIP -Collaborates with staff to ensure student needs are met

Demographic Information

Principal start date

Monday 7/18/2022, Patricia Cells

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2022 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.*

12

Total number of teacher positions allocated to the school

61

Total number of students enrolled at the school

796

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

8

Identify the number of instructional staff who joined the school during the 2022-23 school year.

12

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	11	112	114	119	137	130	0	0	0	0	0	0	0	623
Attendance below 90 percent	3	23	19	18	15	24	0	0	0	0	0	0	0	102
One or more suspensions	0	0	0	2	1	0	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	1	21	11	0	0	0	0	0	0	0	33
Level 1 on 2022 statewide FSA Math assessment	0	0	0	1	17	13	0	0	0	0	0	0	0	31
Number of students with a substantial reading deficiency	0	0	0	1	21	11	0	0	0	0	0	0	0	33

Using the table above, complete the table below with the number of students by current grade level who have 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	16	9	0	0	0	0	0	0	0	26

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Tuesday 8/16/2022

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	7	100	101	134	124	131	0	0	0	0	0	0	0	597
Attendance below 90 percent	2	13	10	17	7	13	0	0	0	0	0	0	0	62
One or more suspensions	0	0	1	1	0	1	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in Math	0	0	0	1	1	1	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency	0	0	0	1	0	1	0	0	0	0	0	0	0	2

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	0	1	0	0	0	0	0	0	0	2

The number of students identified as retainees:

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

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	7	100	101	134	124	131	0	0	0	0	0	0	0	597
Attendance below 90 percent	2	13	10	17	7	13	0	0	0	0	0	0	0	62
One or more suspensions	0	0	1	1	0	1	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in Math	0	0	0	1	1	1	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency	0	0	0	1	0	1	0	0	0	0	0	0	0	2

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	0	1	0	0	0	0	0	0	0	2

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data 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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	80%	56%	56%				75%	57%	57%
ELA Learning Gains	75%						72%	58%	58%
ELA Lowest 25th Percentile	65%						61%	52%	53%
Math Achievement	80%	46%	50%				79%	63%	63%
Math Learning Gains	67%						72%	61%	62%
Math Lowest 25th Percentile	60%						45%	48%	51%
Science Achievement	75%	61%	59%				71%	56%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	72%	55%	17%	58%	14%
Cohort Comparison		0%				
04	2022					
	2019	67%	57%	10%	58%	9%
Cohort Comparison		-72%				
05	2022					
	2019	67%	54%	13%	56%	11%
Cohort Comparison		-67%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	77%	62%	15%	62%	15%
Cohort Comparison		0%				
04	2022					
	2019	72%	63%	9%	64%	8%
Cohort Comparison		-77%				
05	2022					
	2019	74%	57%	17%	60%	14%
Cohort Comparison		-72%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	65%	54%	11%	53%	12%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	27	36	36	50	47						
ELL	67	75	66	64	63	52	57				
ASN	83	83		89	89		60				
BLK	81	71		89	59						
HSP	74	76	68	72	63	55	75				
MUL	90			90							
WHT	88	70		89	68		81				
FRL	71	73	53	67	67	60	70				
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	25			56			40				
ELL	51	67	70	62	65	59	47				
ASN	91			91							
BLK	61			76			60				
HSP	67	72	70	71	64	54	63				
WHT	86	68		83	79		83				
FRL	63	72	66	69	66	58	56				
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	22	46	60	25	38	42	25				
ELL	60	72	62	71	71	48	54				
ASN	87	86		90	86		92				
BLK	84	76		78	67						
HSP	71	72	62	75	72	49	64				
WHT	79	69		85	67		76				
FRL	65	68	57	69	67	49	56				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	72
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	73
Total Points Earned for the Federal Index	575
Total Components for the Federal Index	8

ESSA Federal Index	
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
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	65
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	81
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	75
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	70
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	90
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	67
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Our school grade level data for 2021-2022 school year is above state and district averages in ELA, Math, and Science. After reviewing FSA data for the 2021-2022 school year, our bottom 25% learning gains for math was our lowest subcategory. Student learning gains for math remained the same as the previous year and did not improve. In addition, our students with disabilities subgroups show the lowest achievement in reading and math.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on Eagle Creek’s 2022 Math FSA data, Tier 1 students, including our highest achievers, made adequate growth or excelled. Our student learning gains for math remained the same (67%) as compared to past data indicating the greatest need for improvement. Furthermore, our 2021-2022 progress monitoring data indicates that students with disabilities continue to underperform.

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

Our math learning gains for students did not meet our growth goal. A contributing factor to the unmet goal in performance was a need to continue to close the gaps created by the COVID 19 pandemic. Thus, during the upcoming school year, we will continue to implement math interventions. During this time, teachers will focus on foundational skills and any prerequisite standards in order to close achievement gaps.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

For the 2021-2022 school year, the data components which showed the most improvement were Eagle Creek Elementary's ELA learning gains and ELA proficiency. Also, based on the 2021-2022 progress monitoring data, English Language Learners showed the greatest improvement in reading proficiency out of the subgroups.

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

New actions that the school took in this area to foster improvement was implementation of the PLC cycle when planning for reading interventions and backwards planning for lesson plans. This cycle included data analysis, problem solving, and plans for improvement at each assessment period. During the 2022-2023 school year, we will continue to engage in coaching cycles and provide valuable feedback to teachers to take their instruction to the next level. In PLC, we will continue to use backwards design lesson planning.

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

Eagle Creek Elementary will be implementing intensive math interventions focused on foundational skills. In addition, in order to foster improvement we will implement the PLC cycle for planning math interventions. This cycle will include data analysis, problem solving, and plans for improvement at each assessment period. We will continue to focus on SELL, UDL and Cultural Responsive teaching strategies.

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.

For the 2022-2023 school year, we will continue to provide our Cub Club program. This program helps teachers in their first three years of teaching learn about OCPS initiatives, engage in coaching cycles, and learn about various classroom strategies to help them be successful. These sessions are opened up to the entire instructional staff. We continue to implement two district initiatives: SELL and Culturally Responsive Teaching. For each district initiative, we will have a group of teachers lead the PD in order to help the staff implement to the fullest.

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

For the 2022-2023 school year, we are creating Instructional Focus Calendars and diving deep into the new B.E.S.T. Standards in order to create very specific lesson plans. Each teacher will have a data binder to track student progress and achievement. They will then conduct data chats with their students to celebrate growth and set goals throughout the school year. In addition, math intervention time continues to be built into the schedule for all grade levels. By focusing on math foundational skills during intervention time, will help us build sustainability of improvement in this school year and beyond.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

To continue to support and meet the needs of students falling into the lowest 25th percentile and student with disabilities, by providing multiple opportunities to expose students to content and close achievement gaps.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The measurable outcome that the school plans to achieve is an increase in math proficiency scores for students by one percentage points resulting in 81% proficiency. Students with disabilities will increase from 40% to 42% which results in a 2 percentage point increase in proficiency. A one point increase in overall math proficiency will occur as well.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

This will be monitored through classroom informal observations and formative assessments. Also, it will be monitored through unit assessments and the new online programs and state assessments that are being rolled out this coming school year.

Person responsible for monitoring outcome:

Patricia Cells (patricia.cells@ocps.net)

Evidence-based Strategy: Describe the evidence-based strategy being

Eagle Creek will implement a variety of strategies to ensure we meet the needs of our students in order to achieve math learning gains. We will continue to support all levels of instruction through the implementation of the Social and Emotional Learning and Leadership (SELL) initiative. Eagle Creek will monitor and adjust the MTSS process (tiered support) through the use of evidence based interventions, before school tutoring programs, data analysis, problem solving, creation of action plans, monitoring of results, and implementation of Universal Design for Learning (UDL) strategies. As a school we will continue to strive to meet the demands of our changing population through culturally

implemented for this Area of Focus.

responsive approaches and an intense focus on connecting academics with social emotional learning.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

The rationale for selecting these strategies is to increase student exposure to grade level content and monitor progress/ adjust instruction as needed to close achievement gaps. We will monitor the implementation of UDL strategies to ensure that our students that are receiving special education services are making adequate academic progress throughout the school year. Additionally, we will continue to support our students through creating a culturally responsive environment in which all staff members exhibit high levels of cultural competency.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Ensure a school team receives training on implementation of a school-wide SEL curriculum - Leadership team (August 2022 - ongoing).
2. Identify student social and emotional learning needs to prepare for academic instruction (August 2022 - ongoing)
3. Establish a family resource center where families can access resources and information to support student and school success (August 2022 - ongoing).
4. Coaching observations - Leadership team (August 2022 - ongoing).
5. Data analysis - all stake holder groups (August 2022 - ongoing).
6. Weekly PLC meetings- Leadership team (August 2022 - ongoing)
7. Job embedded professional development- Instructional coach, administration
8. Before and after school tutoring programs- teachers, leadership team (October 2022- April 2023)
9. MTSS professional development/ progress monitoring - (August 2022 - ongoing)
10. Implementation of district approved reading programs (iReady, Learning A to Z, SIPPS) -(August 2022 - ongoing)
11. School added one VE position to specifically address Students with Disabilities needs in area of math (August 2022-May 2023)

Person Responsible

Patricia Cells (patricia.cells@ocps.net)

#2. Positive Culture and Environment specifically relating to School Climate

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on the Spring 2022 Panorama Survey, the overall school climate of our school decreased fourteen percentage points to a 63%. This is still above the average for the Southeast Learning Community, but it is lower than the average for non-Title 1 schools.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Eagle Creek Elementary strives to improve the overall social and learning climate of the school by three percentage points on the 2023 Panorama Survey. Furthermore, we will focus on the Panorama survey questions that relate to teacher engagement and excitement at school, how the behavior of other students impacts student learning, school rules, and the positive and negative energy at school.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Eagle Creek will monitor the school climate through PLCs, classroom walk-throughs, teacher led data chats in classrooms, and at school events.

Person responsible for monitoring outcome:

Patricia Cells (patricia.cells@ocps.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

In order to reach our goal of improving school climate, all stakeholders will be active participants. The leadership team and teachers will analyze classroom walk-through trend data. Also, teachers will implement positive behavior systems in classrooms and CHAMPS in hallways and in the cafeteria. Furthermore, teachers will use qualitative data from students and parents to build powerful and meaningful connections with students to help students grow academically, socially, and emotionally.

Rationale for Evidence-based Strategy:
Explain the rationale for

Eagle Creek will implement a variety of strategies to ensure we meet the needs of our students while maintaining a positive school climate. We will continue to further support all levels of instruction through the implementation of the CHAMPS behavior system throughout the hallways, the cafeteria, and in classrooms. The CHAMPS behavior system sets clear expectations for all students to maximize learning and minimize distractions. Furthermore, we will continue to strive to meet the demands of our

selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

changing population through culturally responsive approaches and an intense focus on connecting academics with social emotional learning.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Ensure a school team receives training on implementation of a school-wide CHAMPS behavior system throughout hallways, the cafeteria, and some classrooms where teachers/leadership see fit - Leadership team (August 2022 - ongoing).
2. Identify student learning needs to prepare for academic instruction (August 2022 - ongoing)
3. Establish a family resource center where families can access resources and information to support student and school success (August 2022 - ongoing).
4. Coaching observations - Leadership team (August 2022 - ongoing).
5. Data analysis - all stakeholder groups (August 2022 - ongoing).
6. Weekly PLC meetings- Leadership team (August 2022 - ongoing)
7. Job embedded professional development- Instructional coach, administration (August 2022- ongoing).
8. Before and after school tutoring programs- teachers, leadership team (October 2022- April 2023).
9. MTSS professional development/ progress monitoring - (August 2022 - ongoing).
10. Implementation of district approved reading programs (iReady, Learning A to Z, SIPPS) -(August 2022 - ongoing).

Person Responsible Patricia Cells (patricia.cells@ocps.net)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Eagle Creek Elementary builds a positive school environment by seeking valuable input and establishing strong relationships with school and community stakeholder groups. Eagle Creek works tirelessly to provide positive and culturally responsive experiences for students, staff, and families. Teachers and staff work to bring awareness and honor a variety of cultures each month. The school community is always looking for new and inventive ways to enable students to meet their highest level of potential. Eagle Creek faculty and staff work closely with PTA to provide students with a variety of experiences that enrich their education.

Strong school and community partnerships drive school decision making through informed, collaborative initiatives that provide our students with the best educational experience possible.

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

Eagle Creek’s school advisory council meets monthly to discuss school improvement efforts centered on the academic and social emotional well-being of our students. The collaboration between school and community has supported students and teachers through providing valuable resources to increase student achievement. Eagle Creeks SAC has shown tremendous support for building teacher capacity through professional development. The school advisory council has helped to fund training in positive school culture initiatives such as the model school conference.

Eagle Creek has a well-established parent teacher association (PTA) that works hard to provide meaningful experiences for the community. The PTA supports all families and students through various community events throughout the year. Some examples of how Eagle Creeks PTA supports a positive school culture through events such as community fundraisers and enrichment opportunities for all students. For the 2022-2023 school year, Eagle Creek’s PTA will continue to support teacher development through funding professional development that continues to build cultural awareness as well as teacher development in support of our specialized classrooms.

The school based SELL team works closely with teachers to help support each student’s emotional and social well-being and culturally responsive instruction through the implementation of evidence based strategies that support all student groups. As a school community, Eagle Creek will continue to support teacher development in this area, and enhance it through job embedded professional learning.

In the 2022-2023, Eagle Creek will continue to promote teacher sponsored clubs to help support the diverse needs and interests of all students. School clubs give students a variety of choices that appeal to them. Additionally, school club activities enable students to build positive social relationships with peers.

Eagle Creek also supports the OCPS induction program with our teacher sponsored “Cub Club.” The “Cub Club” meets monthly with teachers within their first three years in the classroom. The “Cub Club” supports new teachers in learning about various topics such as the instructional framework, MTSS, and the ways of OCPS. The “Cub Club” brings new and veteran teachers together to help increase teacher capacity and build strong relationships among the staff.