# West Creek Elementary



# 2022-23 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 |
| **2021-22 Title I School** | No |
| **2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3) | 46% |
| **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 (66%) 2018-19: A (66%) 2017-18: A (64%) |
| **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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# West Creek Elementary

## 5056 TACON DR, Orlando, FL 32837

### https://westcreekes.ocps.net/

### School Demographics

| **School Type and Grades Served** (per MSID File) | **2021-22 Title I School** | **2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3) |
|---|---|---|
| Elementary School PK-5 | No | 46% |

| **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 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| Grade | A | | A | A |

### 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 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**
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 |
|---|---|---|
| Couret, Michelle | Principal | * Establish and communicate unified school vision, with all stakeholders, including students' needs as the priority.<br>* Maintain a safe working environment.<br>* Manifest a professional code of ethics and values.<br>* Respond to internal and external customers in a timely, accurate, courteous and empathetic manner representing OCPS in a positive light.<br>* Model the routine, intentional and effective use of technology in daily work, including communications, organization and management tasks.<br>* 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.<br>Establish effective student progress monitoring processes.<br>* Develop processes for complying with critical district, state and federal requirements and monitor those processes for compliance.<br>* Direct, supervise, and evaluate teachers and staff members, and hold them accountable for services consistent with the school's management philosophy and goals.<br>* Facilitate the professional development provided for school improvement efforts.<br>* Oversee management of specific grant funds for school improvement efforts.<br>* Follow district policies and procedures as related to all HRMD guidelines and district's instructional initiatives.<br>* Follow the district's policies and procedures as related to fixed assets.<br>* Develop leadership in subordinates.<br>* 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.<br>* Responsible for maintaining timely and accurate information and accountable for the quality of information maintained by those they supervise.<br>* Responsible for self development and keeping up to date on current research, trends and best practices relevant to the area of responsibility.<br>• Perform other duties and responsibilities as assigned by supervisor. |
| Arkison, Bethany | Assistant Principal | Support Principal in the following areas:<br>* Manifest a professional code of ethics and values.<br>* Respond to internal and external customers in a timely, accurate, courteous and empathetic manner representing OCPS in a positive light.<br>* Model the routine, intentional and effective use of technology in daily work, including communications, organization and management tasks.<br>* 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.<br>* Develop processes for complying with critical district, state and federal requirements and monitor those processes for compliance.<br>* Direct, supervise, and evaluate teachers and hold them accountable for services consistent with the school's<br>management philosophy and goals.<br>* Facilitate the professional development provided for school improvement |

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|--------------------------------|
| | | efforts.<br>* Oversee management of specific grant funds for school improvement efforts.<br>* Follow district policies and procedures as related to all HRMD guidelines and the district's instructional initiatives.<br>* Follow district policies and procedures as related to fixed assets.<br>* Develop leadership in subordinates.<br>* 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.<br>* Responsible for maintaining timely and accurate information and accountable for the quality of information maintained by those they supervise.<br>* Responsible for self-development and keeping up to date on current research, trends and best practices relevant to the area of responsibility.<br>• Perform other duties and responsibilities as assigned by supervisor. |
| Jaquez, Kristin | Instructional Coach | * Utilize a variety of instructional techniques to support teachers in the individual needs of students.<br>* Utilize technology and current research in coaching instruction.<br>* Maintain a mentoring program to support teachers new to the profession.<br>* Monitors Lowest 25.<br>* Tracks Multi-Tiered Systems of Support data.<br>* Develops professional development for staff<br>* Supports and reviews common assessments<br>* Serves as an expert on district resources and standards<br>* Work with administrators and instructional teams to plan and implement hands-on programs and activities for students and the school.<br>* Participate as an active member with other faculty and staff.<br>* Participate in a cooperative effort with faculty and staff to plan, implement and evaluate programs of continuing school improvement.<br>* Participate in personal professional growth activities focused on the acquisition of new and improved skills and knowledge.<br>* Diagnose and analyze student progress and programs<br>* Evaluate students' progress on a regular basis.<br>* Support classroom management techniques conducive to an effective classroom climate.<br>* Show sensitivity to students, parents and the community and promotes student self-esteem.<br>* Maintain professional relationship between school and parents.<br>* Maintain all records as required<br>* Assist in the protection of student and school property.<br>* 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.<br>* Responsible for timely and accurate information they maintain as part of their job responsibilities.<br>* Perform other duties as assigned by the Principal. |

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|----------------------------------|
| Keene, Katherine | Curriculum Resource Teacher | * Coordinates various assessment measures throughout the school year.<br>* Manages textbook and curriculum resource inventory.<br>* Communicates weekly with faculty and staff to share important information.<br>* Work with administrators and instructional teams to plan and implement hands-on programs and activities for students and the school.<br>* Participate as an active member with other faculty and staff.<br>* Participate in a cooperative effort with faculty and staff to plan, implement and evaluate programs of continuing school improvement.<br>* Participate in personal professional growth activities focused on the acquisition of new and improved skills and knowledge.<br>* Diagnose and analyze student progress and programs<br>* Evaluate students' progress on a regular basis.<br>* Support classroom management techniques conducive to an effective classroom climate.<br>* Show sensitivity to students, parents and the community and promotes student self-esteem.<br>* Maintain professional relationship between school and parents.<br>* Maintain all records as required<br>* Assist in the protection of student and school property.<br>* 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.<br>* Responsible for timely and accurate information they maintain as part of their job responsibilities.<br>* Perform other duties as assigned by the Principal. |
| Paschall, Robert | Instructional Media | * Coordinates Accelerated Reader program.<br>* Creates and implements literacy and digital literacy lessons.<br>* Facilitates the School Advisory Committee.<br>* Designs and implements monitoring system for digital devices.<br>* Provides training and support for digital materials.<br>* Supports life skills instruction and positive school culture through news show and other media programs.<br>* Collaborates with teachers to supplement and extend the curriculum with resources and support.<br>* Teaches students how to conduct research and assess validity and reliability of information they find.<br>* Work with administrators and instructional teams to plan and implement hands-on programs and activities for students and the school.<br>* Participate as an active member with other faculty and staff.<br>* Participate in a cooperative effort with faculty and staff to plan, implement and evaluate programs of continuing school improvement.<br>* Participate in personal professional growth activities focused on the acquisition of new and improved skills and knowledge.<br>* Diagnose and analyze student progress and programs<br>* Evaluate students' progress on a regular basis.<br>* Support classroom management techniques conducive to an effective |

| Name | Position Title | Job Duties and Responsibilities |
|---|---|---|
| | | classroom climate.<br>* Show sensitivity to students, parents and the community and promotes student self-esteem.<br>* Maintain professional relationship between school and parents.<br>* Maintain all records as required<br>* Assist in the protection of student and school property.<br>* 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.<br>* Responsible for timely and accurate information they maintain as part of their job responsibilities.<br>* Perform other duties as assigned by the Principal. |
| | ELL Compliance Specialist | * Provides staff professional development to support faculty in the instruction of ELL students.<br>* Work with administrators and instructional teams to plan and implement hands-on programs and activities for students and the school.<br>* Participate as an active member with other faculty and staff.<br>* Participate in a cooperative effort with faculty and staff to plan, implement and evaluate programs of continuing school improvement.<br>* Participate in personal professional growth activities focused on the acquisition of new and improved skills and knowledge.<br>* Diagnose and analyze student progress and programs<br>* Evaluate students' progress on a regular basis.<br>* Support classroom management techniques conducive to an effective classroom climate.<br>* Show sensitivity to students, parents and the community and promotes student self-esteem.<br>* Maintain professional relationship between school and parents.<br>* Maintain all records as required<br>* Assist in the protection of student and school property.<br>* 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.<br>* Responsible for timely and accurate information they maintain as part of their job responsibilities.<br>* Perform other duties as assigned by the Principal. |
| Bray, Sabreena | Staffing Specialist | * Collaborate with teachers, students, parents, and other stakeholders to write IEPs that provide appropriate services to meet the individual needs of the students.<br>* Monitors the accommodations provided to the ESE students and ensures their IEP plans are up to date and followed.<br>* Ensures compliance with district and state guidelines.<br>* Provides staff professional development to support faculty in the instruction of ESE students. |

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|--------------------------------|
| | | * Involved in the various decisions regarding the ESE population such as curriculum and safety.<br>* Work with administrators and instructional teams to plan and implement hands-on programs and activities for students and the school.<br>* Participate as an active member with other faculty and staff.<br>* Participate in a cooperative effort with faculty and staff to plan, implement and evaluate programs of continuing school improvement.<br>* Participate in personal professional growth activities focused on the acquisition of new and improved skills and knowledge.<br>* Diagnose and analyze student progress and programs<br>* Evaluate students' progress on a regular basis.<br>* Support classroom management techniques conducive to an effective classroom climate.<br>* Show sensitivity to students, parents and the community and promotes student self-esteem.<br>* Maintain professional relationship between school and parents.<br>* Maintain all records as required<br>* Assist in the protection of student and school property.<br>* 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.<br>* Responsible for timely and accurate information they maintain as part of their job responsibilities.<br>* Perform other duties as assigned by the Principal. |
| Rivera, Kristine | School Counselor | * Leads SEL school team and threat assessment team.<br>* Provides staff professional development to support faculty in SEL instruction.<br>* Supports students with social skills.<br>* Educate families on resources for academic and social development.<br>* Create a culture of college and career readiness for all students.<br>* Work with administrators and instructional teams to plan and implement hands-on programs and activities for students and the school.<br>* Participate as an active member with other faculty and staff.<br>* Participate in a cooperative effort with faculty and staff to plan, implement and evaluate programs of continuing school improvement.<br>* Participate in personal professional growth activities focused on the acquisition of new and improved skills and knowledge.<br>* Diagnose and analyze student progress and programs<br>* Evaluate students' progress on a regular basis.<br>* Support classroom management techniques conducive to an effective classroom climate.<br>* Show sensitivity to students, parents and the community and promotes student self-esteem.<br>* Maintain professional relationship between school and parents.<br>* Maintain all records as required<br>* Assist in the protection of student and school property. |

| Name | Position Title | Job Duties and Responsibilities |
|---|---|---|
| | | * 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.<br>* Responsible for timely and accurate information they maintain as part of their job responsibilities.<br>* Perform other duties as assigned by the Principal. |

## Demographic Information

**Principal start date**

Friday 6/1/2018, Michelle Couret

**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.*

5

**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.*

6

**Total number of teacher positions allocated to the school**

42

**Total number of students enrolled at the school**

593

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

11

**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 | 102 | 94 | 98 | 120 | 112 | 157 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 683 |
| Attendance below 90 percent | 0 | 22 | 19 | 21 | 16 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 92 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Course failure in ELA | 0 | 0 | 0 | 3 | 11 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 |
| Course failure in Math | 0 | 0 | 0 | 2 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |
| Level 1 on 2022 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 31 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 43 |
| Level 1 on 2022 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 30 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 43 |
| Number of students with a substantial reading deficiency | 0 | 7 | 8 | 22 | 31 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 80 |

**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 | 0 | 23 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 32 |

**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 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| 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**

Friday 8/12/2022

**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 | 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 | |

**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 | 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 | |

## 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 | 65% | 56% | 56% | | | | 71% | 57% | 57% |
| ELA Learning Gains | 73% | | | | | | 65% | 58% | 58% |
| ELA Lowest 25th Percentile | 57% | | | | | | 61% | 52% | 53% |
| Math Achievement | 68% | 46% | 50% | | | | 76% | 63% | 63% |
| Math Learning Gains | 81% | | | | | | 71% | 61% | 62% |
| Math Lowest 25th Percentile | 54% | | | | | | 53% | 48% | 51% |
| Science Achievement | 63% | 61% | 59% | | | | 68% | 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 | 69% | 55% | 14% | 58% | 11% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 64% | 57% | 7% | 58% | 6% |
| Cohort Comparison | | -69% | | | | |
| 05 | 2022 | | | | | |

| ELA | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| | 2019 | 59% | 54% | 5% | 56% | 3% |
| Cohort Comparison | | -64% | | | | |

| 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 | 73% | 62% | 11% | 62% | 11% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 71% | 63% | 8% | 64% | 7% |
| Cohort Comparison | | -73% | | | | |
| 05 | 2022 | | | | | |
| | 2019 | 74% | 57% | 17% | 60% | 14% |
| Cohort Comparison | | -71% | | | | |

| 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 | 9 | 35 | 35 | 20 | 46 | 40 | 7 | | | | |
| ELL | 59 | 75 | 61 | 66 | 83 | 60 | 50 | | | | |
| ASN | 88 | 80 | | 92 | 90 | | 91 | | | | |
| BLK | 57 | 86 | | 57 | 86 | | | | | | |
| HSP | 60 | 72 | 64 | 62 | 77 | 53 | 57 | | | | |
| MUL | 73 | | | 64 | | | | | | | |
| WHT | 67 | 72 | 40 | 74 | 86 | 80 | 66 | | | | |
| FRL | 59 | 68 | 56 | 55 | 74 | 46 | 60 | | | | |

| 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 | | | | |

## 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 | 67 |
| 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 | 71 |
| Total Points Earned for the Federal Index | 532 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 98% |

| Subgroup Data | |
|---|---|
| **Students With Disabilities** | |
| Federal Index - Students With Disabilities | 27 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | 1 |

| 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 | 88 |
| 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 | 72 |
| 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 | 69 |
| 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 | 69 |
| 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 | 61 |
| 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?**

Across grade levels, our Students with Disabilities and our English Language Learners have significant learning gaps when compared to their peers.

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

When analyzing FSA 2021-2022 data, we found that 57% of the scholars in the lowest quartile demonstrated learning gains in ELA, and 54% in math.

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

Evolving district and state COVID protocols led to inconsistent attendance for scholars and staff members throughout the school year. We received an unprecedented amount of students that presented with a need for specialized direct instruction. Furthermore, we registered an unprecedented amount of students mid-year with deficiencies in English language acquisition and in specific content knowledge. Although we hired an additional ESE resource teacher to support students in general education classrooms, this staff member required a significant amount of professional development to address the needs of these students. These opportunities resulted in missed instructional time.

Skilled staff members have been hired and/ or reallocated to work with our Students with Disabilities and English Language Learners. Furthermore, the addition of two interventionists will provide support for a refined MTSS process as they join classroom teachers for Tier I instruction and assist in meeting the needs of Tier II and III scholars.

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

According to FSA 2021-2022 data, the number of scholars demonstrating proficiency in math increased from 63% to 68%, and the number of scholars that demonstrated learning gains increased from 70% to 81%.

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

Actions that supported this growth included a focused approach to intervention through the implementation of our after-school Math Acceleration program and the addition of three math tutors who worked with small groups of students during the school day.

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

Intentional and purposeful planning for Tier I instruction facilitated by members of the Leadership Team, along with support for meeting the needs of scholars in Tier II and III of the MTSS process, will stimulate opportunities for teachers to identify skill gaps and adjust instruction, as needed.

**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.**

The Leadership Team will provide professional development on resources created by the district and state to address needs for scholars, specifically within the lowest quartile. The Leadership Team will guide team conversations about vertical alignment between grade levels relating to new B.E.S.T. standards and work with teams to develop tools to monitor all students during lessons. Teachers are also being trained in Orton-Gillingham program procedures and effective best practices for small group reading.

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

Skilled coaches have been hired to support professional development, model lessons, support lesson planning, enhance student engagement, and increase teacher capacity. Skilled interventionists will support the most fragile students in each grade level and work to close learning gaps for these students through small group, targeted remediation and acceleration.

**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 ELA** |
| --- |

| **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 2022 FSA ELA data, 62% of our scholars demonstrated proficiency; 73% made learning gains; and 57% of scholars in the lowest quartile made learning gains. |
| --- | --- |
| **Measurable Outcome:** State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. | Based on the end-of-year 2023 F.A.S.T. ELA data, at least 70% of our scholars will demonstrate proficiency. |
| **Monitoring:** Describe how this Area of Focus will be monitored for the desired outcome. | - Use beginning-of-year and middle-of-year 2023 F.A.S.T. ELA data<br>- Grade-Level Common Assessments will be analyzed and discussed in weekly PLC meetings<br>- Biweekly Orton-Gillingham assessments will be used in the primary grades for additional progress monitoring<br>- MTSS Meetings will be held to review assessment results, student progress, and adjust instruction |
| **Person responsible for monitoring outcome:** | Kristin Jaquez (61771@ocps.net) |
| **Evidence-based Strategy:** Describe the evidence-based strategy being implemented for this Area of Focus. | Leadership Team members will coordinate data analysis during grade level PLC's. Tier 1 Interventionists and members of the school coaching team will use Information from the data analysis to inform instructional practice; including differentiation, reteaching, reassessment efforts, and targeted intervention. This data will also be used to provide actionable, instructional practice feedback to teachers. |
| **Rationale for Evidence-based Strategy:** Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy. | These strategies were selected in response to the 2022 FSA ELA data. Strategies will support teacher practice as they differentiate instruction and work towards closing achievement gaps. These strategies will increase teacher capacity in order to effectively respond to data and make informed instructional decisions that will positively impact student achievement. |

| **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. |

The Leadership Team, under the direction of the Instructional Coach, will support teachers by modeling lessons, co-teaching, and completing coaching cycles

Coaching cycles will be used to differentiate support for teachers by identifying areas of focus, analyzing and collecting data, and providing actionable feedback and time for reflection. Coaching observation data will be collected, analyzed, and discussed to monitor the effectiveness of the instructional practice.

**Person Responsible**    Kristin Jaquez (61771@ocps.net)

Conduct Professional Development sessions covering Orton-Gillingham practices, B.E.S.T. Standards, SIPPS, Fountas and Pinnell, and Wonders components in order to increase teacher capacity, understanding, and implementation.

**Person Responsible**    Kristin Jaquez (61771@ocps.net)

Weekly PLC meetings will be held to analyze common assessment data, review and revise Instructional Focus Calendars, and discuss instructional implications.

**Person Responsible**    Kristin Jaquez (61771@ocps.net)

Regularly scheduled MTSS meetings with individual teachers will be held to review scholars' data, monitor scholars' progress, and to inspect and adjust instructional practices and next steps.

**Person Responsible**    Kristin Jaquez (61771@ocps.net)

| **#2. ESSA Subgroup specifically relating to Students with Disabilities** |
|---|

| **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 2022 FSA ELA data, 27% of our scholars designated as Students with Disabilities demonstrated proficiency. |
|---|---|
| **Measurable Outcome:** **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** | Based on the end-of-year 2023 F.A.S.T. ELA data, 41% of our scholars designated as Students with Disabilities will demonstrate proficiency. |
| **Monitoring:** **Describe how this Area of Focus will be monitored for the desired outcome.** | - Use beginning-of-year and middle-of-year 2023 F.A.S.T. ELA data<br>- Regular documentation of IEP goals<br>- Quarterly review of progress towards IEP goals<br>- Grade-Level Common Assessments will be analyzed and discussed in weekly PLC meetings<br>- Biweekly Orton-Gillingham assessments will be used in the primary grades for additional progress monitoring<br>- MTSS Meetings will be held to review assessment results, student progress and adjust instruction |
| **Person responsible for monitoring outcome:** | Sabreena Bray (sabreena.cymbalbray@ocps.net) |
| **Evidence-based Strategy:** **Describe the evidence-based strategy being implemented for this Area of Focus.** | Evidenced based strategies and materials, such as Orton-Gillingham, Reading Mastery, Wilson Reading, and SIPPS, will be used consistently for all tiers of instruction on a daily basis. Specific times are allocated daily for differentiated instruction. |
| **Rationale for Evidence-based Strategy:** **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.** | These strategies were selected in response to the 2022 FSA ELA data. Strategies will support teacher practice as they differentiate instruction and work towards closing achievement gaps. These strategies will increase teacher capacity in order to effectively respond to data and make informed instructional decisions that will positively impact student achievement. |

| **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. |

Staffing Specialist will facilitate professional development to identify and meet the needs of Students with Disabilities in general education classrooms.

The Leadership Team, under the direction of the Staffing Specialist, will support teachers by modeling lessons, co-teaching, and completing coaching cycles.

**Person Responsible**          Sabreena Bray (sabreena.cymbalbray@ocps.net)

Instructional Coach will conduct Professional Development sessions covering Orton-Gillingham practices, B.E.S.T. Standards, Reading Mastery, Wilson Reading, Number Worlds, SIPPS, Fountas and Pinnell, and Wonders components in order to increase teacher capacity, understanding, and implementation.

**Person Responsible**          Kristin Jaquez (61771@ocps.net)

Staffing Specialist will monitor implementation of commitments made on IEPs.

**Person Responsible**          Sabreena Bray (sabreena.cymbalbray@ocps.net)

Instructional Coach will conduct regularly scheduled MTSS meetings with general education teachers and support facilitation teacher will be held to review scholars' data, monitor scholars' progress, and to inspect and adjust instructional practices and Individualized Education Plans, as needed.

**Person Responsible**          Kristin Jaquez (61771@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.

In order to establish a positive school culture and climate, our school engages in ongoing professional learning on leveraging life skills instruction for student success.

Through a distributive leadership model, our school will use life skills instruction to strengthen team dynamics and collaboration in order to build emotional, academic, and social expertise in all students. Through this professional learning, we will use the CASEL Core Competencies as a common language to support a positive culture of life skills instruction and connect cognitive and conative strategies to support student success. A core team of teachers and administrators will attend district-wide professional learning throughout the year. The core team will work 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.

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

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 students. Parents and other members of our school community are invited to various

activities throughout the year such as Field Day, Literacy Night, STEM Night, award ceremonies, family-teacher conferences, Multicultural Celebration, and Spring Carnival, among others.

Our school is as inclusive as possible by providing school communication in other languages. Our teachers maintain constant communication with parents via ClassDojo, which allows parents to translate messages in whichever language they choose. West Creek has a variety of social media accounts that keep the school community informed of volunteer opportunities, events, and other important information.