West Creek Elementary School

2023-24
Schoolwide Improvement Plan (SIP)

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West Creek Elementary

5056 TACON DR, Orlando, FL 32837

https://westcreekes.ocps.net/

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Couret, Michelle	Principal	* Establish and communicate a unified school vision, with all stakeholders, including students' needs as the priority. * Maintain a safe working environment. * Manifest a professional code of ethics and values. * Respond to internal and external customers in a timely, accurate, courteous, and empathetic manner representing OCPS in a positive light. * Model the routine, intentional, and effective use of technology in daily work, including communications, organization, and management tasks. * Provide assistance, technical expertise, and support services to school staff in the areas of student assessment, curriculum, and school improvement processes with a focus on all students learning and achieving. *Establish effective student progress monitoring processes. * Develop processes for complying with critical district, state, and federal requirements and monitor those processes for compliance. * Direct, supervise, and evaluate teachers and staff members, and hold them accountable for services consistent with the school's management philosophy and goals. * Facilitate the professional development provided for school improvement efforts. * Oversee management of specific grant funds for school improvement efforts. * Follow district policies and procedures as related to all HRMD guidelines and the 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 my skill level in various technologies is at the level required to perform in my 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 the Principal Leader.
Arkison, Bethany	Assistant Principal	Support the Principal in the following areas: * Manifest a professional code of ethics and values. * Respond to internal and external customers in a timely, accurate, courteous, and empathetic manner representing OCPS in a positive light. * Model the routine, intentional, and effective use of technology in daily work, including communications, organization, and management tasks. * Provide assistance, technical expertise, and support services to school staff in the areas of student assessment, curriculum, and school improvement processes with a focus on all students learning and achieving. * Develop processes for complying with critical district, state, and federal requirements and monitor those processes for compliance.

Name	Position Title	Job Duties and Responsibilities
		* 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 efforts. * Oversee management of specific grant funds for school improvement efforts. * Follow district policies and procedures as related to all HRMD guidelines and the district's instructional initiatives. * Follow district policies and procedures as related to fixed assets. * Develop leadership in subordinates. * Responsible for keeping up-to-date on current technology being used by OCPS. With the support of the district, attend training to ensure my skill level in various technologies is at the level required to perform in my 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.
Jaquez, Kristin	Instructional Coach	* Utilize a variety of instructional techniques to support teachers in the individual needs of students. * Utilize technology and current research in coaching instruction. * Maintain a mentoring program to support teachers new to the profession. * Monitors the Lowest 25% of performing students. * Develop professional development for staff. * Supports and reviews common assessments. * Serves as an expert on district resources and standards. * 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 and professional growth activities focused on the acquisition of new and improved skills and knowledge. * Diagnose and analyze student progress and programs. * 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 promote student self-esteem. * Maintain professional relationships between the 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
		training to ensure skill level in various technologies is at the level required to perform in the current position. * Responsible for timely and accurate information they maintain as part of their job responsibilities. * Perform other duties as assigned by the Principal.
Berger, Lorin	Curriculum Resource Teacher	* Coordinates various assessment measures throughout the school year. * Manages textbook and curriculum resource inventory. * Communicates weekly with faculty and staff to share important information. * 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 and professional growth activities focused on the acquisition of new and improved skills and knowledge. * Diagnose and analyze student progress and programs. * Tracks Multi-Tiered Systems of Support data. * 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 promote student self-esteem. * Maintain professional relationships between the 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.
Rodriguez, Mercedes	ELL Compliance Specialist	* Provides staff professional development to support faculty in the instruction of ELL students. * 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. * Tracks Multi-Tiered Systems of Support data. * Participate in personal and professional growth activities focused on the acquisition of new and improved skills and knowledge. * Diagnose and analyze student progress and programs. * Evaluate students' progress on a regular basis. * Support classroom management techniques conducive to an effective

Name	Position Title	Job Duties and Responsibilities
		classroom climate. * Show sensitivity to students, parents, and the community and promote student self-esteem. * Maintain professional relationships between the 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.
Keene, Katherine	Instructional Media	* Coordinates Accelerated Reader program. * Creates and implements literacy and digital literacy lessons. * Facilitates the School Advisory Committee. * Designs and implements monitoring systems for digital devices. * Provides training and support for digital materials. * Supports life skills instruction and positive school culture through news shows and other media programs. * Collaborates with teachers to supplement and extend the curriculum with resources and support. * Teaches students how to conduct research and assess the validity and reliability of the information they find. * 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 and professional growth activities focused on the acquisition of new and improved skills and knowledge. * Diagnose and analyze student progress and programs. * 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 promote student self-esteem. * Maintain professional relationships between the 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
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. * Monitors the accommodations provided to the ESE students and ensures their IEP plans are up to date and followed. * Ensures compliance with district and state guidelines. * Provides staff professional development to support faculty in the instruction of ESE students. * Involved in the various decisions regarding the ESE population such as curriculum and safety. * 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 and professional growth activities focused on the acquisition of new and improved skills and knowledge. * Diagnose and analyze student progress and programs. * 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 promote student self-esteem. * Maintain professional relationships between the 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.
Laracuenta, Jacqueline	School Counselor	* Co-Leads SEL school team and threat assessment team. * Provides staff professional development to support faculty in SEL instruction. * Supports students with social skills. * Educate families on resources for academic and social development. * Create a culture of college and career readiness for all students. * 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 and professional growth activities focused on the acquisition of new and improved skills and knowledge. * Evaluate students' progress on a regular basis.

Name	Position Title	Job Duties and Responsibilities
		* Support classroom management techniques conducive to an effective classroom climate. * Show sensitivity to students, parents, and the community and promote student self-esteem. * Maintain professional relationships between the 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.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

SAC was solicited to share ideas from stakeholders (including school staff, parents, teachers, the school leadership team, students, and community leaders) and suggestions at the end of the previous school year pertaining to student learning and parent/community involvement.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP is regularly reviewed at monthly SAC meetings to solicit input from stakeholders. Revisions are made as we regularly assess schoolwide data and progress toward our goals. Regular classroom walkthroughs and weekly common planning time are used to monitor growth and make adjustments as needed.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	77%

2022-23 Economically Disadvantaged (FRL) Rate	46%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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**	
Absent 10% or more days	1	13	16	12	15	21	0	0	0	78
One or more suspensions	1	1	1	1	0	0	0	0	0	4
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	13	18	17	25	25	31	0	0	0	129
Level 1 on statewide Math assessment	0	3	9	16	22	25	0	0	0	75
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	12	19	13	21	0	0	0	0	0	65

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Students with two or more indicators	7	4	3	21	20	0	0	0	0	55

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	22	19	21	16	14	0	0	0	92
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	3	11	1	0	0	0	15
Course failure in Math	0	0	0	2	1	1	0	0	0	4
Level 1 on statewide ELA assessment	0	0	0	0	31	12	0	0	0	43
Level 1 on statewide Math assessment	0	0	0	0	30	13	0	0	0	43
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	7	8	22	31	12	0	0	0	80

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	23	9	0	0	0	32

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	22	19	21	16	14	0	0	0	92
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	3	11	1	0	0	0	15
Course failure in Math	0	0	0	2	1	1	0	0	0	4
Level 1 on statewide ELA assessment	0	0	0	0	31	12	0	0	0	43
Level 1 on statewide Math assessment	0	0	0	0	30	13	0	0	0	43
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	7	8	22	31	12	0	0	0	80

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	23	9	0	0	0	32

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	73	57	53	65	56	56	70		
ELA Learning Gains				73			74		
ELA Lowest 25th Percentile				57			66		
Math Achievement*	74	60	59	68	46	50	63		
Math Learning Gains				81			70		
Math Lowest 25th Percentile				54			57		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	74	63	54	63	61	59	72		
Social Studies Achievement*					66	64			
Middle School Acceleration					51	52			
Graduation Rate					55	50			
College and Career Acceleration						80			
ELP Progress	60	59	59	71			78		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](https://www.floridacims.org).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	73
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	365
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	67
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	532
Total Components for the Federal Index	8
Percent Tested	98
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	**Federal Percent of Points Index**	**Subgroup Below 41%**	**Number of Consecutive years the Subgroup is Below 41%**	**Number of Consecutive Years the Subgroup is Below 32%**
SWD	25	Yes	4	2
ELL	70			
AMI				
ASN	84			
BLK	73			
HSP	69			
MUL	75			
PAC				
WHT	78			
FRL	70			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	**Federal Percent of Points Index**	**Subgroup Below 41%**	**Number of Consecutive years the Subgroup is Below 41%**	**Number of Consecutive Years the Subgroup is Below 32%**
SWD	27	Yes	3	1
ELL	66			
AMI				
ASN	88			
BLK	72			
HSP	64			
MUL	69			
PAC				
WHT	69			
FRL	61			

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	73			74			74					60
SWD	19			20			15				4	47
ELL	65			72			66				5	60
AMI												
ASN	80			85			79				4	
BLK	78			67							2	
HSP	68			71			68				5	55
MUL	83			67							2	
PAC												
WHT	77			77			79				4	
FRL	67			69			66				5	63

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	65	73	57	68	81	54	63					71
SWD	9	35	35	20	46	40	7					
ELL	59	75	61	66	83	60	50					71
AMI												
ASN	88	80		92	90		91					
BLK	57	86		57	86							
HSP	60	72	64	62	77	53	57					69
MUL	73			64								
PAC												
WHT	67	72	40	74	86	80	66					69
FRL	59	68	56	55	74	46	60					72

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	70	74	66	63	70	57	72					78
SWD	11	46		8	67		20					83
ELL	59	78	76	54	67	53	57					78

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN	86	69		86	85		87					
BLK	68			71								
HSP	64	81	71	53	63	55	65					81
MUL												
PAC												
WHT	73	73		74	81		79					64
FRL	64	69	53	54	69	56	69					72

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	64%	54%	10%	54%	10%
04	2023 - Spring	63%	60%	3%	58%	5%
03	2023 - Spring	66%	52%	14%	50%	16%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	74%	59%	15%	59%	15%
04	2023 - Spring	67%	62%	5%	61%	6%
05	2023 - Spring	70%	55%	15%	55%	15%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	66%	59%	7%	51%	15%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

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

School-wide ELA proficiency was at 73%, while students with disabilities were at 29% proficiency. Our Students with Disabilities have significant learning gaps when compared to their peers. Gaps in phonological skills and comprehension lead to historical trends of lower proficiency.

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

Based on the data there was no decline; we saw a small incremental increase in proficiency from 27% to 29% in ELA in the SWD subgroup. One of our school's areas of growth that contributed to this increase was the intentional use of data to drive instruction and intervention.

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

The State average for Students with Disabilities was 23% proficiency, our students scored at 27% proficiency which was greater than the state average. We had two ESE resource teachers and an interventionist for Tier 3 interventions, therefore students received additional support to address their specific areas of growth such as phonological skills and comprehension.

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

Overall, our school's proficiency percentage (level 3 or higher) increased from 65% in the previous year to 73% in ELA. We were intentional with planning and discussion in PLCs, and we utilized an intense focus on performance data and progress monitoring throughout the year with regular data chats. We utilized an interventionist to help close skill gaps in our lower-performing students.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Based on this data, we had 65 students who had a substantial reading deficiency. While this was a decrease from 80 students the year prior, we still would like to decrease this number further by focusing on remediating skill gaps to increase reading fluency and subsequently comprehension.

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

1. Proficiency percentage in our SWD subgroup population in ELA.
2. Continued growth (80%) in overall school proficiency in ELA.
3. Continued growth (80%) in overall school proficiency in Math.
4. Increased effectiveness and consistency in small group instruction.
5. Differentiated interventions based on student need and MTSS Tiers.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. 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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the 2023 FAST ELA data, 29% of our students in the SWD subgroup demonstrated proficiency. This compares to 27% in the previous school year.

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 2024 FAST ELA data, 41% of our students in the SWD subgroup 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 2023-2024 FAST ELA data to drive instruction.
- Regular documentation of IEP goals.
- Quarterly review of progress toward IEP goals.
- Completion of baseline testing to assess student needs (DIBELS, OG screener).
- Grade-Level Common Assessments will be analyzed and discussed in weekly PLC meetings.
- Orton-Gillingham assessments will be used in the primary grades for additional progress monitoring.
- MTSS Meetings will be held to review assessment results, and student progress and adjust instruction.

Person responsible for monitoring outcome:

Michelle Couret (michelle.couret@ocps.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Evidenced-based programs, strategies, and materials, such as Orton-Gillingham, Reading Mastery, SIPPS, and Heggerty 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 Intervention:
Explain the rationale for selecting this specific strategy.

These strategies were selected in response to the 2023 FAST 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.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 instructional coach will collaborate with the staffing specialist to facilitate professional development to identify and meet the needs of Students with Disabilities in general education classrooms and will support teachers by modeling lessons, co-teaching, and completing coaching cycles.

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

By When: Ongoing through the 2023-2024 school year.

The staffing specialist will monitor the implementation of commitments made on IEPs.

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

By When: Ongoing through the 2023-2024 school year.

MTSS 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 inspect and adjust instructional practices and Individualized Education Plans, as needed.

Person Responsible: Mercedes Rodriguez (mercedes.rodriguez@ocps.net)

By When: Ongoing through the 2023-2024 school year.

CRT will conduct professional development on the availability and use of curriculum resources to support differentiated and targeted instruction to meet individual student needs.

Person Responsible: Lorin Berger (lorin.berger@ocps.net)

By When: Ongoing through the 2023-2024 school year.

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the 2023 FAST ELA data, 73% of our students (K-5) demonstrated proficiency. In the prior school year, our ELA proficiency was 62%.

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 2024 FAST ELA data, at least 80% of our students 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 2023-24 FAST ELA data to identify and progress monitor student instructional needs.
- Grade-Level Common Assessments will be analyzed and discussed in weekly PLC meetings.
- Orton-Gillingham assessments will be used in the primary grades for additional progress monitoring.
- Exact Path diagnostic assessment to create individual learning paths.
- MTSS Meetings will be held to review assessment results, and student progress, and adjust instruction.

Person responsible for monitoring outcome:

Michelle Couret (michelle.couret@ocps.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We will be using Exact Path and SIPPS for intervention. The Instructional Leadership Team members will coordinate data analysis during grade-level PLCs. Members of the school coaching team will use Information from the data analysis to inform instructional practice; including delivery of consistent, systematic, and explicit instruction, 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 Intervention:
Explain the rationale for selecting this specific strategy.

Our chosen interventions are research-based and will allow for consistent progress monitoring for teachers to analyze and target specific skill gaps to ultimately increase reading fluency and comprehension. These programs will support teacher practice as they differentiate instruction and work towards improving ELA proficiency. The programs will also increase teacher capacity in order to effectively respond to data and make informed instructional decisions that will positively impact student achievement.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 Instructional Coach will help support teachers through modeling lessons/strategies/skills, reviewing data, and providing feedback to teachers to improve upon the skills and strategies necessary to drive small group instruction. 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)

By When: Ongoing through the 2023-2024 school year.

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

Person Responsible: Mercedes Rodriguez (mercedes.rodriguez@ocps.net)

By When: Ongoing through the 2023-2024 school year.

Conduct Professional Development sessions covering Orton-Gillingham practices, BEST Standards, SIPPS, Heggerty, Reading Mastery, and OCPS-adopted curriculum components in order to increase teacher capacity, understanding, and implementation.

Person Responsible: Lorin Berger (lorin.berger@ocps.net)

By When: Ongoing through the 2023-2024 school year.

#3. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the EWS data, 11% of students were absent 10% or more days in the 2022-2023 school year. The prior year, 14% of students were absent 10% or more days.

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

We would like a continued decrease to 7% or less in the amount of students with 10% or more absences.

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

This area of focus will be monitored through classroom observations, analysis of truancy data, and analysis of
referral data.

Person responsible for monitoring outcome:

Jacqueline Laracuenta (jacqueline.laracuenta@ocps.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The Characteristic of Resiliency traits will be enforced monthly in the classroom under the guidance of the school counselor. The Caring Classrooms curriculum will be used daily to practice life skills in the school community.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Using the evidence-based Caring Classrooms curriculum, teachers will build a positive classroom culture of inclusion and belonging with an emphasis on building community and conflict resolution.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Students will be challenged to consistently display the monthly "Resiliency Trait" and then be recognized for their efforts through our "Cookies with the Counselor" Program. Morning announcements will include a segment titled, "Mindful Mondays" led by the school counselor. This will contribute to a positive sense of belonging which will positively impact attendance rates.
Attendance will be monitored and Child Study meetings will be held for identified students with unexcused absences.

Person Responsible: Jacqueline Laracuenta (jacqueline.laracuenta@ocps.net)

By When: Ongoing throughout the 2023-2024 school year.

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CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

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The principal collaborated with the staffing specialist to review ESE student data. In order to best meet these students' needs, expenditures for ESE exceeded the allocated amount funded. This includes seven teachers, eleven paraprofessionals, and four program assistants, specifically hired to assist our Students With Disabilities subgroup. In addition, student data and the school budget were shared and reviewed with stakeholders during SAC meetings in the spring.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	$0.00
2	III.B.	Area of Focus: Instructional Practice: ELA	$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Other	$0.00
		Total:	$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes