

Orange County Public Schools

# Hunters Creek Elementary



2021-22 Schoolwide Improvement Plan

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# Hunters Creek Elementary

4650 TOWN CENTER BLVD, Orlando, FL 32837

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

## Demographics

**Principal: Bradley Martin**

Start Date for this Principal: 6/9/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	No
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	<i>[Data Not Available]</i>
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students <b>Students With Disabilities</b> White Students
<b>School Grades History</b>	2018-19: B (61%) 2017-18: A (69%) 2016-17: A (70%) 2015-16: B (59%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	[not available]

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

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

## SIP Authority

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

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

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

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

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

## Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

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

**Provide the school's vision statement.**

To ensure every student has a promising and successful future.

### School Leadership Team

**Membership**

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

Name	Title	Job Duties and Responsibilities
Sheehan, Kimrey	Principal	<p>The principal job duties include managing all aspects of the organization. Some of the responsibilities include:</p> <ul style="list-style-type: none"> <li>* Work with district-level administrators, superintendents, faculty, and staff to ensure the smooth running of schools</li> <li>* Work with the leadership team and teachers to set performance goals</li> <li>* Hiring and evaluating staff</li> <li>* Visiting classrooms and providing constructive feedback</li> <li>* Prepare budget</li> <li>* Coordinating student master schedules and staff schedules</li> <li>* Oversee the development of curriculum</li> <li>* Ensure school board policies are followed</li> <li>* Tracking of all student progress in all content areas</li> </ul>
McMurtry, Leanda	Assistant Principal	<p>Job duties include managing the school and its human and material resources. Produce evidence of effective teaching and all student learning.</p> <ul style="list-style-type: none"> <li>* Work with the leadership team and teachers to set performance goals</li> <li>* Hiring and evaluating staff</li> <li>* Visiting classrooms and providing constructive feedback</li> <li>* Prepare budget</li> <li>* Coordinating student master schedules and staff schedules</li> <li>* Oversee the development of curriculum</li> <li>* Ensure school board policies are followed</li> <li>* Tracking of all student progress in all content areas</li> </ul>
DePriest, Christie	Instructional Coach	<p>The instructional coach is responsible for working cooperatively and effectively with colleagues, including the ability to nurture a professional learning community of adult learners.</p> <ul style="list-style-type: none"> <li>* Works closely with teachers to provide effective constructive feedback</li> <li>* Guides teachers through the coaching cycle</li> <li>* Follows up on instructional modifications based on feedback</li> <li>* Support grade level team leader during professional learning community meetings</li> <li>* Plans and provides professional development to staff</li> <li>* Collect and analyze grade level data to develop instructional strategies to increase student achievement</li> </ul>
Huertas, Zaida	Guidance Counselor	<p>The school guidance counselor supports the social emotional growth of our students by coordinating professional development for instructional staff and</p>

Name	Title	Job Duties and Responsibilities
		<p>collaborating with school staff, parents and the community to create a safe and respectful learning environment. Job duties include:</p> <ul style="list-style-type: none"> <li>* Help students attain an optimum level of personal and social adjustment</li> <li>* Supports the implementation of the adopted social emotional program, Sanford Harmony</li> <li>* Consult with parents, teachers, administrators, and supporting agencies concerning the needs and abilities of students</li> <li>* Communicate effectively with all members of the school district and community</li> <li>* Work effectively with community organizations</li> <li>* Support the value of education</li> </ul>

Patterson, Ellen	Instructional Coach	<p>The instructional coach is responsible for working cooperatively and effectively with colleagues, including the ability to nurture a professional learning community of adult learners.</p> <ul style="list-style-type: none"> <li>* Works closely with teachers to provide effective constructive feedback</li> <li>* Guides teachers through the coaching cycle</li> <li>* Follows up on instructional modifications based on feedback</li> <li>* Support grade level team leader during professional learning community meetings</li> <li>* Plans and provides professional development to staff</li> <li>* Collect and analyze grade level data to develop instructional strategies to increase student achievement</li> </ul>
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**Demographic Information**

**Principal start date**

Wednesday 6/9/2021, Bradley Martin

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

3

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

3

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

58

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

789

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

17

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

9

**Demographic Data**

**Early Warning Systems**

**2021-22**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	111	126	134	110	142	144	0	0	0	0	0	0	0	767
Attendance below 90 percent	17	23	25	11	19	11	0	0	0	0	0	0	0	106
One or more suspensions	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	4	2	0	0	0	0	0	0	0	6
Course failure in Math	0	0	0	0	2	1	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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	0	4	3	0	0	0	0	0	0	0	7

**The number of students identified as retainees:**

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

**Date this data was collected or last updated**

Monday 8/30/2021

**2020-21 - As Reported**

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



Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	98	115	106	127	146	129	0	0	0	0	0	0	0	721
Attendance below 90 percent	10	13	12	11	21	10	0	0	0	0	0	0	0	77
One or more suspensions	0	0	0	1	1	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	1	1	0	0	0	0	0	0	0	0	2
Course failure in Math	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	18	0	0	0	0	0	0	0	19
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	10	0	0	0	0	0	0	0	11
	0	0	0	0	0	0	0	0	0	0	0	0	0	

**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	0	2	7	0	0	0	0	0	0	0	9

**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	1	0	1	0	1	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**2020-21 - Updated**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	98	115	106	127	146	129	0	0	0	0	0	0	0	721
Attendance below 90 percent	10	13	12	11	21	10	0	0	0	0	0	0	0	77
One or more suspensions	0	0	0	1	1	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	1	1	0	0	0	0	0	0	0	0	2
Course failure in Math	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	18	0	0	0	0	0	0	0	19
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	10	0	0	0	0	0	0	0	11
	0	0	0	0	0	0	0	0	0	0	0	0	0	

**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 0 2 7 0 0 0 0 0 0 0 9

**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 1 0 0 0 1 0 0 0 0 0 0 0 2

Students retained two or more times 0 0 0 0 0 0 0 0 0 0 0 0 0 0

**Part II: Needs Assessment/Analysis**

**School Data Review**

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement	72%			70%	57%	57%	71%	56%	56%
ELA Learning Gains	71%			63%	58%	58%	64%	55%	55%
ELA Lowest 25th Percentile	67%			48%	52%	53%	50%	48%	48%
Math Achievement	71%			77%	63%	63%	82%	63%	62%
Math Learning Gains	54%			63%	61%	62%	77%	57%	59%
Math Lowest 25th Percentile	60%			37%	48%	51%	66%	46%	47%
Science Achievement	67%			66%	56%	53%	70%	55%	55%

**Grade Level Data Review - State Assessments**

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	66%	55%	11%	58%	8%
Cohort Comparison						
04	2021					
	2019	66%	57%	9%	58%	8%
Cohort Comparison						
05	2021					
	2019	54%	54%	0%	56%	-2%
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	78%	62%	16%	62%	16%
Cohort Comparison						
04	2021					
	2019	67%	63%	4%	64%	3%
Cohort Comparison		-78%				
05	2021					
	2019	66%	57%	9%	60%	6%
Cohort Comparison		-67%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	58%	54%	4%	53%	5%
Cohort Comparison						

**Grade Level Data Review - Progress Monitoring Assessments**

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

Progress monitoring tools utilized during the 2020-2021 school year include: Common Assessments, iReady and Performance Matters.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
		English Language Arts	All Students	57/61%
Economically Disadvantaged	22/41%		39/72%	47/87%
Students With Disabilities	0		2/50%	3/75%
English Language Learners	11/28%		23/58%	33/83%
	Number/% Proficiency	Fall	Winter	Spring
		Mathematics	All Students	39/41%
Economically Disadvantaged	13/24%		30/56%	46/85%
Students With Disabilities	0		0	1/25%
English Language Learners	8/20%		19/48%	33/83%

<b>Grade 2</b>				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	43/37%	59/47%	81/62%
	Economically Disadvantaged	16/29%	27/48%	36/64%
	Students With Disabilities	0	3/27%	2/18%
	English Language Learners	11/22%	12/24%	21/41%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	45/39%	61/49%	78/59%
	Economically Disadvantaged	18/32%	24/43%	31/55%
	Students With Disabilities	0	5/45%	4/36%
	English Language Learners	15/29%	15/29%	24/47%
<b>Grade 3</b>				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	45/48%	57/58%	71/67%
	Economically Disadvantaged	17/45%	21/55%	27/71%
	Students With Disabilities	0	1/14%	1/14%
	English Language Learners	14/26%	21/39%	32/59%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	23/24%	45/46%	63/60%
	Economically Disadvantaged	7/18%	17/45%	24/63%
	Students With Disabilities	0	0	1/14%
	English Language Learners	8/15%	20/37%	27/50%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	69/57%	87/68%	96/72%
	Economically Disadvantaged	14/23%	22/35%	28/45%
	Students With Disabilities	0	0	1/14%
	English Language Learners	16/22%	22/30%	33/45%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	33/27%	58/45%	86/65%
	Economically Disadvantaged	5/8%	11/17%	23/37%
	Students With Disabilities	0	1/14%	1/14%
	English Language Learners	8/11%	12/16%	28/38%
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	68/51%	78/56%	90/62%
	Economically Disadvantaged	19/35%	22/41%	27/50%
	Students With Disabilities	2/20%	2/20%	4/40%
	English Language Learners	12/20%	19/32%	25/42%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	58/43%	81/58%	104/72%
	Economically Disadvantaged	8/15%	16/29%	26/48%
	Students With Disabilities	0	1/10%	4/40%
	English Language Learners	4/7%	15/25%	28/47%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	71/63%	86/69%	86/66%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

**Subgroup Data Review**

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	35			26							
ELL	60	77	73	59	69	77	65				
ASN	73			80							
BLK	63			55			45				
HSP	69	77	65	68	57	67	69				
WHT	82	53		82	53		65				
FRL	69	70	69	59	49	54	70				
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	23	33	17	28	35	21					
ELL	62	59	47	70	61	39	48				
ASN	79	90		85	50						
BLK	60	46		60	46						
HSP	69	61	49	75	62	36	62				
WHT	76	68		84	75		77				
FRL	61	57	48	69	61	36	53				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	27	24		40	41						
ELL	54	57	47	72	74	67	42				
ASN	80	83		100	100						
BLK	50	53		59	60						
HSP	69	63	50	79	77	68	67				
WHT	77	68		89	79	70	78				
FRL	61	59	47	78	75	64	60				

**ESSA Data Review**

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	[not available]
OVERALL Federal Index – All Students	66
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	66
Total Points Earned for the Federal Index	528

<b>ESSA Federal Index</b>	
Total Components for the Federal Index	8
Percent Tested	96%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	44
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
<b>English Language Learners</b>	
Federal Index - English Language Learners	68
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Asian Students</b>	
Federal Index - Asian Students	77
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	54
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	67
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Native American Students</b>	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A

Native American Students	
Number of Consecutive Years Native American 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	70
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	63
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

**Analysis**

**Data 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?**

Hunter's Creek students improved an average of 6% on the 2021 FSA assessments in all areas except 3rd grade Reading and Math. During progress monitoring, students are showing growth in all areas, however, the growth in mathematics is significantly lower than ELA. Overall SWD performed the same or better on their Reading and Math Spring assessments compared to their Winter Assessments.

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

When analyzing the 2021 FSA data we found that our mathematics data showed the biggest gap when compared to the 2019 FSA data. Only the lowest 25% demonstrated an increase in Math learning gains year to year. The 2021 FSA results show a continued gap in reading and mathematics proficiency for students with disabilities.

Proficiency in third grade mathematics had a decline of eighteen percent from the 2019 FSA results. During progress monitoring, two of the three targeted sub-groups demonstrated less than 50% proficiency in ELA and 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?**



Factors that contributed to the needs for targeted sub-groups included virtual learning, lack of effective accommodations, absences, and language barriers. Incorporating effective resources during interventions and a focus on acceleration instead of remediation to help close this gap.

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

Overall, based on the data from the 2021 FSA English Language Arts showed the greatest positive difference when compared to the prior state assessment. English Language Arts showed an overall improvement of 12% when compared to the 2019 assessment, with the largest gain in 5th grade.

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

The actions that contributed to this improvement was due to effective and consistent collaboration within the Professional Learning Communities (PLC) as the analyzed data and implemented actions based on the data.

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

Teachers will need to utilize effective resources during Enrichment/Intervention periods. Progress monitoring during core group instruction will help teachers identify gaps in student learning. These gaps will then receive targeted focus during small group and Enrichment/Intervention. Intensive instruction involves working with students with similar needs on a small number of high priority, clearly defined skills or concepts critical to academic success. Teachers group students based on common learning needs; clearly define learning goals; and use systematic, explicit and well-paced instruction.

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

Professional Development will focus on identifying students with a need for acceleration, effective use of high-yield strategies for students with disabilities, and effective acceleration in small groups.

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

Ongoing monitoring of the effective use of ELL and ESE strategies will continue throughout the year to ensure that the strategies become embedded into classroom instruction.

## Part III: Planning for Improvement

### Areas of Focus:

**#1. ESSA Subgroup specifically relating to Students with Disabilities**

**Area of Focus Description and Rationale:** To increase students' achievement through rigorous standards based instruction in ELA and Math for students with disabilities.  
 At Hunter's Creek Elementary, students with disabilities have consistently perform lower than their non-disabled peers. Based on the 2018-2019 FSA data, only 23% of students with disabilities were proficient in ELA and 28% were proficient in Math. The overall federal index for students with disabilities at Hunter's Creek Elementary was 32%, which is below the federal requirement of 41%.

**Measureable Outcome:** For the 21-22 school year, we will increase learning gains by 10% or more for students with disabilities. Additionally, students with disabilities will increase by 5% in overall proficiency achievement.

**Monitoring:** Student data from iReady, Standards Based Unit Assessments, classroom assignments, and frequent formative assessments will be used for monitoring.

**Person responsible for monitoring outcome:** Leanda McMurtry (leanda.mcmurtry@ocps.net)

**Evidence-based Strategy:** Hunter's Creek Elementary teachers will provide intensive standards based instruction and reading instruction. Teachers match the intensity of instruction to the intensity of the student's learning and behavioral challenges. Intensive instruction involves working with students with similar needs on a small number of high priority, clearly defined skills or concepts critical to academic success.

Teachers group students based on common learning needs; clearly define learning goals; and use systematic, explicit and well-paced instruction. They frequently monitor students' progress and adjust their instruction accordingly. Within intensive instruction, students have many opportunities to respond and receive immediate, corrective feedback with teachers and peers to practice what they are learning.

**Rationale for Evidence-based Strategy:** Students who are not proficient in reading or math require differentiated instruction to meet their individual needs. Intensive instruction at the needed level, in addition, to the regular standards based instruction will help close the achievement gap for all students, especially the students with disabilities.

**Action Steps to Implement**

Professional learning opportunities focused on effective implementation of the small group intervention in reading and math to be provided for teachers Teachers will be provided resources for differentiating the instruction based on specific student needs.

**Person Responsible** Christie DePriest (christie.depriest@ocps.net)

Teachers will receive ongoing feedback and coaching based upon the classroom walkthroughs and observations conducted during reading and math intervention time.

**Person Responsible** Leanda McMurtry (leanda.mcmurtry@ocps.net)

**#2. Culture & Environment specifically relating to Social Emotional Learning**

To integrate and monitor resources and strategies that strengthen a culture for social and emotional learning to grow every student academically, socially, and emotionally.

**Area of Focus Description and Rationale:**

Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material. By strengthening our school's culture for social and emotional learning, we will address the following school needs:

-Improvement in Early Warning Systems indicator data with a decrease of students with more than two indicators., with a targeted focus on students with less than 90% attendance. Last year 107 students/14% attendance school less than 90% of the school year..

-Reducing barriers to family engagement to be monitored by cognia survey data. Two primary barriers to focus on include "busy parent schedules" and "school staff seem too busy." 32% of families reported that their schedules were too busy to attend school events and 27% of families reported that the school staff seemed too busy.

**Measureable Outcome:**

-Reduce number of students with less than 90% attendance by 5% as measured by the Early Warning Systems Indicator data.  
 -Reduce Family Member Barriers to Engagement by 5% based on the Panorama survey data.

**Monitoring:**

-Attendance Improvement will be monitored using qualitative data based on student attendance reports.

Reduction of Barriers to Engagement will be monitored using qualitative data collected during family events, parent conferences, and other interactions with families.

**Person responsible for monitoring outcome:**

Kimrey Sheehan (kimrey.sheehan@ocps.net)

**Evidence-based Strategy:**

Use distributive leadership and social and emotional learning to implement a continuous improvement plan for social and emotional learning focused on implementing a school-wide SEL curriculum, intentionally integrating aligned instructional strategies, and deliberate school supports for families.

**Rationale for Evidence-based Strategy:**

In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building, including its families. To strengthen a culture of social and emotional learning with families, staff, and students, it is critical to harness the professional skills and leadership capabilities of everyone in the school. Through a distributive leadership model, our school will strengthen the integration of instructional strategies and deliberate school supports necessary for collective organizational improvement and change.

Research indicates that for sustainable improvement efforts to be realized, collective ownership is necessary. Through a distributive leadership model our school can implement efficient and sustainable continuous improvement practices that will support the social, emotional, and academic development of every student.

**Action Steps to Implement**

Our school will plan and implement two cycles of professional learning to provide training, opportunities for safe practice, and examination of impact data. Our school will monitor and measure the impact of our

implemented professional learning through analysis of the Culture and Climate continuum, needs assessments, classroom observations, school environment observations, and implementation surveys. We will modify our plan of action as indicated by data, student needs, staff needs, and family needs.

**Person Responsible** Zaida Huertas (zaida.huertas@ocps.net)

Identify strategies to support family engagement based on Panorama Family Members Survey - Barriers to Engagement that relates to strengthening communication, building community and creating connections by:

- Strengthening Communication - Create and facilitate opportunities to welcome families and introduce key staff (back to school night, Open House, principal breakfast)
- Create a welcoming environment where family culture and languages are recognized and respected (staff greetings, office appeal) - Host events, workshops and opportunities that are relational, connected to family interests and culture, and are linked to learning
- Create flexible events and opportunities for families (e.g. different times throughout the day, face to face, virtual, pre-recorded sessions, multiple languages)

**Person Responsible** Zaida Huertas (zaida.huertas@ocps.net)

We will monitor, measure, and modify our plan regularly. We will evaluate the climate and culture for social and emotional learning to implement necessary responsive practices. A continuous improvement plan will be implemented for social and emotional learning & leadership that uses cycles of professional learning.

We will evaluate the impact of cycles of professional learning on improvement efforts

Monitor, measure, and modify the plan for continuous improvement in social and emotional learning & leadership using data-based instructional leadership to positively impact climate and culture

**Person Responsible** Zaida Huertas (zaida.huertas@ocps.net)

### Additional Schoolwide Improvement Priorities

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

**Based on the 2019-2020 SafeSchoolsforAlex.org available data, Hunter's Creek Elementary was rated "high" for violent incidents. There were seven reported incidents for the 904 students. Of the reported incidents, five were threats, one was bullying, and one was a physical attack.**

**Based on this data, our primary area of concern is threats and our secondary would be bullying. We are striving to build a school culture where everyone feels safe and valued. Students are encouraged to report concerns to adults. School culture and environment will be monitored through the SEL school survey, referral data, and observation of student interactions.**

### Part IV: Positive Culture & Environment

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

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

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

In order to establish a positive school culture and climate, all schools engage in ongoing, district-wide professional learning on leveraging social and emotional learning as well as leadership for student success.

Through a distributive leadership model, schools use social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise in all students. Through this professional learning, schools across the district use the CASEL Core Competencies as a common language to support a positive culture of social and emotional learning and connect cognitive and conative strategies to support student success.

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

A core team of teachers and administrators from each school, which includes a mental health designee, attend this district-wide professional learning throughout the year. The core team works with a broader school team and is charged with personalizing and implementing professional learning for staff and families, based on school and community needs. School leadership teams collaborate with students, staff, and families, 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 school-based and district-wide opportunities focused on building capacity in families to support continuous school improvement and student success. Schools strategically utilize staff to bridge the community and school, connect families with resources, and build a culture for authentic family engagement in school staff.

### Part V: Budget

1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
2	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
<b>Total:</b>			<b>\$0.00</b>