

Orange County Public Schools

# Castle Creek Elementary



## 2019-20 School Improvement Plan

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# Castle Creek Elementary

1245 N AVALON PARK BLVD, Orlando, FL 32828

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

## Demographics

**Principal: Monica Johnson**

Start Date for this Principal: 7/22/2019

<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)	97%
<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 <b>English Language Learners</b> Hispanic Students <b>Students With Disabilities</b> White Students
<b>School Grade</b>	2018-19: C
<b>School Grades History</b>	2017-18: C 2016-17: B 2015-16: C 2014-15: A 2013-14: A
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">Diane Leinenbach</a>
<b>Turnaround Option/Cycle</b>	
<b>Year</b>	
<b>Support Tier</b>	NOT IN DA

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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**

To lead our students to success with the support and involvement of families and the community.

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

To be the top producer of successful students in the nation.

### School Leadership Team

#### **Membership**

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Johnson, Monica	Principal	Principal, Monica Johnson - Oversees all aspects of the school, oversees all aspects of SIP, conducts daily classroom visits, oversees Tier I core instruction, oversees all Tier II and Tier III intervention and progress monitoring plans for all students, and oversees the monthly book study professional development. The Principal attends PLC meetings weekly for all grade levels. The Principal oversees reading in conjunction with the reading coach and oversees all student celebrations and business partnerships. Dr. Johnson is the Coordinator of the Green School Project and STEM activities. Principal Johnson is a voting member of the School Advisory Committee.
Camacho Moody, Maria	Instructional Coach	Math/Science Coach, Dr. Maria Moody - Conducts daily classroom visits in grades K-5 for teacher feedback and support, works with grades K-5 PLCs and lesson planning meetings to implement effective Tier I core instruction, works with teachers in implementing effective Tier II and Tier III interventions for the lowest 25% of students in Math in grades K-5, coordinates with the testing coordinator to monitor that all state and district assessments are completed on time and that data is disseminated to teachers appropriately as well as analyzes data to redirect students to appropriate Tier II and Tier III interventions as new data is available. The Math/Science Coach provides professional development program. She reports weekly to the Principal on the effectiveness of math interventions. The Math Coach oversees i-Ready math data and Science Progress Monitoring data.
Walsh, Carolyn	Instructional Coach	Reading Coach, Carolyn Walsh (Crandell) - Conducts daily classroom visits in grades K-5 for teacher feedback and support, works with grades K-5 PLCs and lesson planning meetings to implement effective Tier I core instruction, works with teachers in implementing effective Tier II and Tier III interventions for the lowest 25% of students in ELA in grades K-5, coordinates with the testing coordinator to monitor that all state and district assessments are completed on time and that data is disseminated to teachers appropriately as well as analyzes data to redirect students to appropriate Tier II and Tier III interventions as new data is available. The Reading Coach provides professional development training in strategies for all teachers, including the Castle Creek Ph.D. monthly professional development program and DPLC initiatives. She reports weekly to the Principal on the effectiveness of ELA interventions. The Reading Coach is also the coordinator of ELA tutoring as well as oversees i-Ready ELA data.
Northway, Sarah	Teacher, K-12	Curriculum Resource Teacher, Sarah Northway - Conducts daily classroom visits in all grades for teacher feedback and support,

Name	Title	Job Duties and Responsibilities
		<p>works with the K-5 PLCs to implement effective Tier I core instruction, works with teachers to implement appropriate Tier II and Tier III interventions and progress monitoring with in grades K-5 based on student data. Ms. Northway is also the testing coordinator. She monitors that all state and district assessments are completed on time and data is disseminated to teachers appropriately and analyzes data to direct students toward appropriate interventions for improvement. She works with the Reading Coach and Math Coach to provide professional development to teachers in ELA and Math strategies.</p>
<p>Craig, Laura</p>	<p>Teacher, ESE</p>	<p>Exceptional Education Staffing Specialist, Laura Craig - Works with all teachers, the ESOL Compliance Coordinator, and the CRT to help determine appropriate placement for students. She works with the district School Psychologist to coordinate testing for ESE placement, creates learning plans through IEP's and 504 plans to meet specific student needs based on student testing, conducts parent meetings to ensure compliance with all laws governing ESE and 504 students, and provides support for teachers to ensure that students are given the appropriate accommodations to help student achievement. She is the reading support teacher and visits classrooms weekly to give teacher feedback on effective strategies. Also has daily scheduled classroom visits to help students learn strategies to help them master standards.</p>
<p>Phelps, Christy</p>	<p>Assistant Principal</p>	<p>Assistant Principal, Christy Phelps - Conducts daily classroom visits for teacher feedback, works with the Curriculum Resource Teacher, Math Coach and Reading Coach on curriculum and best practices for grades K-1 and best practices for grades K-5. She is also responsible for working with Special Area teachers, ESE and ESOL students, works with the K, 1, and 4 PLCs to implement effective Tier I core instruction, works with the MTSS Coach to implement Tier II and Tier III interventions and progress monitoring of student data, creates all academic schedules for students with the registrar, is the leader of the Behavioral Leadership Team and attends all SAC meetings as a non-voting member.</p>
<p>Rosado, Alicia</p>	<p>Teacher, K-12</p>	<p>CCT Resource teacher for ELL students/Intervention Leader, Alicia Rosado- Works with the Reading Coach, Curriculum Specialist and ESE Compliance leaders to determine appropriate placement for LEP students, coordinates testing and creates LEP plans to meet the needs of second language students, provides teacher support to ensure that students are given the necessary learning tools to support student achievement, and analyzes testing data to determine appropriate Tier II and Tier III interventions. She oversees the school-wide iStation Reading program. She is an</p>

Name	Title	Job Duties and Responsibilities
		instructional coach and visits classrooms weekly to give teacher feedback on effective strategies.
Manzano, Karen	Guidance Counselor	Guidance Counselor, Mental Health Contact, Title IX Contact, Karen Manzano- Oversees the positive behavioral plan, works with teacher and the Behavioral Leadership Team to create behavior plans for students with discipline issues, aids families in need of food and school supplies, works with students who need guidance with grades, assists students who feel that they are being bullied, or who are potentially bullying others and oversees character education for all students. She serves as a member of the BLT, Student Attendance Team and Child Study Team.

**Early Warning Systems**

**Current Year**

**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	121	115	119	131	136	154	0	0	0	0	0	0	0	776
Attendance below 90 percent	22	13	18	19	25	26	0	0	0	0	0	0	0	123
One or more suspensions	1	0	0	0	2	1	0	0	0	0	0	0	0	4
Course failure in ELA or Math	1	0	5	6	28	14	0	0	0	0	0	0	0	54
Level 1 on statewide assessment	0	0	0	30	52	54	0	0	0	0	0	0	0	136

**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	1	10	33	21	0	0	0	0	0	0	0	65

**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	1	0	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	0

**FTE units allocated to school (total number of teacher units)**

57



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

Monday 7/22/2019

**Prior Year - 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
Attendance below 90 percent	18	19	17	20	26	22	0	0	0	0	0	0	0	122
One or more suspensions	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	5	10	9	1	0	0	0	0	0	0	0	25
Level 1 on statewide assessment	0	0	43	61	49	0	0	0	0	0	0	0	0	153

**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	18	19	12	0	0	0	0	0	0	0	49

**Prior Year - 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
Attendance below 90 percent	18	19	17	20	26	22	0	0	0	0	0	0	0	122
One or more suspensions	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	5	10	9	1	0	0	0	0	0	0	0	25
Level 1 on statewide assessment	0	0	43	61	49	0	0	0	0	0	0	0	0	153

**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	18	19	12	0	0	0	0	0	0	0	49

**Part II: Needs Assessment/Analysis**

**School Data**

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	55%	57%	57%	57%	56%	56%
ELA Learning Gains	51%	58%	58%	57%	55%	55%

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Lowest 25th Percentile	38%	52%	53%	44%	48%	48%
Math Achievement	59%	63%	63%	61%	63%	62%
Math Learning Gains	51%	61%	62%	56%	57%	59%
Math Lowest 25th Percentile	22%	48%	51%	31%	46%	47%
Science Achievement	61%	56%	53%	60%	55%	55%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	121 (0)	115 (0)	119 (0)	131 (0)	136 (0)	154 (0)	776 (0)
Attendance below 90 percent	22 (18)	13 (19)	18 (17)	19 (20)	25 (26)	26 (22)	123 (122)
One or more suspensions	1 (1)	0 (0)	0 (0)	0 (0)	2 (0)	1 (0)	4 (1)
Course failure in ELA or Math	1 (0)	0 (0)	5 (5)	6 (10)	28 (9)	14 (1)	54 (25)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (43)	30 (61)	52 (49)	54 (0)	136 (153)

### Grade Level Data

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

NOTE: 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
03	2019	63%	55%	8%	58%	5%
	2018	57%	55%	2%	57%	0%
Same Grade Comparison		6%				
Cohort Comparison						
04	2019	44%	57%	-13%	58%	-14%
	2018	48%	54%	-6%	56%	-8%
Same Grade Comparison		-4%				
Cohort Comparison		-13%				
05	2019	50%	54%	-4%	56%	-6%
	2018	57%	55%	2%	55%	2%
Same Grade Comparison		-7%				
Cohort Comparison		2%				

#### MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	69%	62%	7%	62%	7%
	2018	58%	61%	-3%	62%	-4%
Same Grade Comparison		11%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						
04	2019	51%	63%	-12%	64%	-13%
	2018	59%	62%	-3%	62%	-3%
Same Grade Comparison		-8%				
Cohort Comparison		-7%				
05	2019	52%	57%	-5%	60%	-8%
	2018	54%	59%	-5%	61%	-7%
Same Grade Comparison		-2%				
Cohort Comparison		-7%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	57%	54%	3%	53%	4%
	2018	55%	53%	2%	55%	0%
Same Grade Comparison		2%				
Cohort Comparison						

**Subgroup Data**

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 2016-17	C & C Accel 2016-17
SWD	5	29	30	14	28	21					
ELL	38	39	31	47	39	15	43				
ASN	95	69		100	62						
BLK	52	51	47	54	43	25	56				
HSP	47	48	39	52	50	21	51				
WHT	65	53	23	66	55		74				
FRL	48	45	43	49	46	25	46				

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 2015-16	C & C Accel 2015-16
SWD	3	19	22	19	30	30					
ELL	32	47	41	41	37	32	29				
ASN	92	94		96	94						
BLK	50	39	25	46	47	36	45				
HSP	53	56	54	56	52	33	52				
WHT	58	56	37	67	53	20	71				
FRL	51	50	44	55	52	29	53				

**ESSA Data**

This data has been updated for the 2018-19 school year as of 7/16/2019.

<b>ESSA Federal Index</b>	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	57
Total Points Earned for the Federal Index	394
Total Components for the Federal Index	8
Percent Tested	100%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	18
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
<b>English Language Learners</b>	
Federal Index - English Language Learners	39
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Asian Students</b>	
Federal Index - Asian Students	82
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	47
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	45
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students 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
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	56
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	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

The data component that showed the lowest performance was the SWD in ELA scoring 5% proficiency and 29% learning gains. The contributing factors were having one ESE resource teacher covering both reading and math for all grade levels and not having teachers using differentiated instruction during reading with fidelity. The previous year's data showed SWD students scoring 3% proficiency and 19% learning gains.

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

The data component that showed the greatest decline from the prior year was the learning gains for the Lowest 25% in Math. The learning gains dropped 9% from 31% to 22% from the prior school year. The factors that contributed to this decline were not reteaching materials the students were struggling with and spending too much time with whole group math instruction instead of small groups.

**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**

Our greatest gap is our SWD in ELA at 5%. Our other students were 55% proficient in ELA. The contributing factors were having only one ESE resource teacher to serve all grades, poor student motivation due to lack of personal rapport with teachers and students not having mastery of the five basic reading competencies. This is one of our ESSA focuses.

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

2018-2019 data shows that Castle Creek showed the most improvement in science. Castle Creek rose from 60% to 61% proficiency in the area of science achievement. The new actions our school took in science was having students come in early to play Science Kahoot review in classrooms, having the math/science coach work closely with the teachers and model lessons, using the Science Shuffle Review in every class before the final assessment, and creating science review study cards for each student to review.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

Two areas of concern are: Level 1's on Statewide Assessments in Reading and Math and Attendance Below 90%.

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

1. Proficiency for SWD in ELA - 5%
2. Proficiency for SWD in Math- 14%
3. Math Learning Gains for Lowest 25- 22%
4. Learning Gains for SWD in ELA- 29%
5. Proficiency for ELL in ELA- 32%

## Part III: Planning for Improvement

### Areas of Focus:

<b>#1</b>	
<b>Title</b>	Improve reading proficiency in students with disabilities
<b>Rationale</b>	The rationale is to close the gap between our students without disabilities and students with disabilities (ESSA). The students without disabilities had 55% proficiency. Our students with disabilities had 3% proficiency. The discrepancy is 52%.
<b>State the measureable outcome the school plans to achieve</b>	Our current reading proficiency for students with disabilities is 3%. Our intended outcome is to increase the reading proficiency in our students with disabilities to a minimum of 41%.
<b>Person responsible for monitoring outcome</b>	Monica Johnson (monica.johnson@ocps.net)
<b>Evidence-based Strategy</b>	All students with disabilities will be monitored weekly using classroom data and/or common assessments. Reteach lessons will be created during the weekly PLC meeting. A second full-time ESE support teacher has been hired for support facilitation and to meet with students in small groups to support standards-based instruction. SWD students will be offered support two times weekly during after-school tutoring to pre-teach the next standard for skill and vocabulary practice. The school will use the MAO Accelerated Program.
<b>Rationale for Evidence-based Strategy</b>	ESE students will have multiple teachers supporting standards-based learning and additional opportunities to apply standards skills with additional support. ESE students will be offered support in before and/or after-school tutoring for skills and in Saturday School two times per month to pre-teach the next standard for skill and vocabulary practice.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Look at current data from FSA ELA.</li> <li>2. Create ESE student data wall in the data room.</li> <li>3. Create student schedules for ESE students that include Drama one time per week for Specials.</li> <li>4. Individualize invitation letters for tutoring and Saturday School.</li> <li>5. Monitor ESE students in reading throughout the school year.</li> </ol>
<b>Person Responsible</b>	Maria Camacho Moody (maria.camachomoody@ocps.net)

**#2**

**Title** Improve math proficiency in students with disabilities

**Rationale** The rationale is to close the gap between our students without disabilities and students with disabilities (ESSA). The students without disabilities had 59% proficiency. Our students with disabilities had 19% proficiency. The discrepancy is 40%.

**State the measureable outcome the school plans to achieve** Our current math proficiency for students with disabilities is 19%. Our intended outcome is to increase the math proficiency in our students with disabilities to a minimum of 41%.

**Person responsible for monitoring outcome** Maria Camacho Moody (maria.camachomoody@ocps.net)

**Evidence-based Strategy** Reteach lessons will be created during the weekly PLC meeting. A second full-time ESE support teacher has been hired for support facilitation and to work with students in small groups to support standards-based instruction. ESE students will be offered support in before and/or after-school tutoring for skills and in Saturday School two times per month to pre-teach the next standard for skill and vocabulary practice.

**Rationale for Evidence-based Strategy** ESE students will have multiple teachers supporting standards-based learning and additional opportunities to apply standards skills with additional support. ESE students will be offered support in before and/or after-school tutoring for skills and in Saturday School two times per month to pre-teach the next standard for skill and vocabulary practice.

**Action Step**

1. Look at current data from FSA Math.
2. Create ESE student data wall in the data room.
3. Individualize invitation letters for tutoring and Saturday School.
4. Create ESE schedules that ensure that students receive support facilitation and skills support as per their IEP and individual needs.
5. Monitor ESE students weekly using classroom data and/or common assessments.

**Person Responsible** Christy Phelps (christy.phelps@ocps.net)

**Additional Schoolwide Improvement Priorities (optional)**

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)**

Students with disabilities and second language students will improve learning gains as a result of additional staff members assigned specifically to address their individual needs and prioritizing students in these categories to ensure that they receive additional tutoring and Saturday School support. These groups will be monitored in the data room through specific lists dedicated to charting weekly learning gains through classroom data and/or common assessments.



## Part IV: Title I Requirements

### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

#### **Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students**

Castle Creek Elementary provides monthly opportunities for families to meet and interact with teachers and staff through Casey's Family Academy Club and Green School activities. The Principal and Assistant Principal will work with the PTA to host school informational sessions on AR Reading, Skyward Family Access, and other educational digital resources for families. The Family Club allows for a partnership with teachers and families and helps promote the implementation of best practices at school and home. The Family Club was awarded the state first place SUNSPRA award for the 2016-2017 school year. Our commitment to the arts programs encourages students and families to become involved in school learning programs as does our ELA and STEM Family Learning Nights. Open House provides an opportunity to visit the Book Fair either before or after visiting the child's classroom, in order to interact with staff members to determine and find reading books available for students. Principal Monica Johnson sends a weekly update to all parents via the district telephone communication system addressing school success and online through the calendar with information for parents. The school also hired a parent engagement liaison who updates the school's website and Facebook site with pertinent information. Additional mentoring opportunities are available through the variety of before and after school activities offered as well as our after school and Saturday school tutoring programs. The school has a Partners in Education (PIE) coordinator to build and sustain partnerships with local business and community members. The coordinator works with businesses and organizations to meet the vision and mission of Orange County Public Schools and of Castle Creek Elementary School. The goal of the relationships is to address the needs of the school based upon the needs assessment, student data, and school initiatives and programs.

#### **PFEP Link**

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

#### **Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

The Guidance Counselor provides specific times for working both in small groups and one-on-one with students in need of social-emotional assistance. Her groups cover topics such as: divorce, loss of a family member, testing anxiety, low self esteem, preparing for middle school, anger management, and problem solving skills. The school staff works to ensure that each student has an outlet both during school and after school where their natural talents and interests can be enhanced. Student services include opportunities in Music with Chorus and percussion, Art, Drama, Girls on the Run Running Club, Mathletes Math Club, Book Club and Battle of the Books, Chess Club, Problem Solving Game Club, Green School

Clubs including 4-H and K-Kids, and STEM activities that include Robotics, Science Olympiads, and Project Lead the Way.

The school is in the fourth year of the Elementary National Honor Society for 4th and 5th grade students. Our business Partners in Education provide both on and off-campus opportunities in fine arts, performing arts and sports. In addition, the school celebrates student improvement and achievement through the award winning monthly recognition program, "On-A-Roll," through the "Terrific Kids" character monthly award, and through the monthly AR and quarterly Honor Roll/Perfect Attendance programs. The school will add monthly celebrations through the new positive behavior program called "Casey's family Houses."

BPIE- Best Practices for Inclusive Education- is used to identify learning opportunities and resources for students with disabilities and shared with stakeholders as well. It is the goal of the school to ensure that our students have the opportunity to create a positive identity for themselves in order to help meet the social-emotional needs of students.

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

The school will participate in Kindergarten Enrollment as per Orange County Public Schools in the spring. The Parent Academic Night for incoming Kindergarten students will be held in May. The Parent Academic Night will provide education information on programs and strategies for letters, sounds, blending sounds, colors, shapes and numbers. Academic packets specific to Kindergarten readiness and Florida State Standards will be provided.

The School Advisory Council will explore adding a digital parent engagement transition handbook which will include current middle school parents who can give ideas and best practices on a smooth transition from 5th grade to 6th grade. The three middle schools that are in our feeder pattern visit our school each spring to speak to our students about their schedules and what to expect.

Support for students transitioning from one school level to another begins with grade level teachers working as a team to discuss and provide placement suggestions for classes in the next grade level. Classes are finalized based on data and demographic information (ratio of boys to girls). Individual assessment and data information on each child is shared with the child's teacher in the next school level.

Parent Conference Night will be held after the first iReady Diagnostic has been completed and before the first report card (October) for all students to detail areas of strengths and weaknesses and to provide parents with specific strategies to work outside of school on the areas of academic weakness. Teachers will monitor student readiness through district and state assessments and teacher curriculum assessments. Information will be provided to parents through continuous and ongoing parent conferences and weekly written reports. Teachers will keep charts on each child for academic growth. PLC meetings will be held weekly to analyze student data and trends as well as to share.

**Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact**

The administrators and coaches do daily classroom visits to give feedback to teachers on best practices. The administrative team meets weekly to monitor MTSS and SIP structures with updated school-based data in order: to address the effectiveness of Tier I core instruction, to review Tier II and Tier III interventions for selected students based on data, to address teacher support systems, and to address the effectiveness of small group support. Instructional coaches meet with grade levels twice a week to develop standards based lesson plans as well as to discuss best instructional strategies. The school Leadership Team (the administrative team, team leaders, and department chairs) meet monthly to review data and trends. Grade-level PLCs meet weekly with instructional coaches to address the effectiveness of core instruction, small group and individual student needs based on student data. Four of the administrative team members have been trained in the Marzano teacher feedback and a schedule of classroom visits is in place for all teachers to receive feedback and support on a 3-week rotation cycle. The Principal and Assistant Principal have a schedule of classroom visits in place for feedback through walkthroughs, informal and formal evaluations in addition to coaching feedback.

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

To advance college and career readiness, Castle Creek promotes and educates students about different colleges and career fields through a variety of activities. As part of Castle Creek’s “Green School Initiative”, the school has a "Teach-In" day dedicated to careers in environmental studies, health/nutrition and alternative forms of energy. The school will provide guest speakers from various universities, colleges, non-profit organizations and career fields that focus on air quality, water conservation, energy conservation, solar energy and environmental conservation and recycling/repurposing of trash and household items. Each grade level will take a field trip to a destination that is tied to the school’s “Green School initiative” and supports career readiness. Castle Creek’s fifth grade students attend a field trip to the Mid-Florida Technical Center to help advance technical college interest. The School also collaborates with East River High School and Avalon OPCS Technical College to host parent academies and information nights to increase parent involvement and advance career readiness. The faculty, staff and students participate in "College Day" each week by wearing the T-shirt or jersey of their favorite college or university to help promote college awareness. Teachers also post signs outside of their classrooms indicating that they are a proud graduate of their alumni.

**Part V: Budget**

<b>1</b>	<b>III.A</b>	<b>Areas of Focus: Improve reading proficiency in students with disabilities</b>				<b>\$9,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	7730	100-Salaries	1612 - Castle Creek Elementary	Title, I Part A		\$9,000.00
<i>Notes: Staff services for Saturday School and Tutoring for ELA</i>						
<b>2</b>	<b>III.A</b>	<b>Areas of Focus: Improve math proficiency in students with disabilities</b>				<b>\$9,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20

Orange - 1612 - Castle Creek Elementary - 2019-20 SIP

	7730	100-Salaries	1612 - Castle Creek Elementary	Title, I Part A		\$9,000.00
			<i>Notes: Salaries for Saturday School and Tutoring for Math</i>			
<b>Total:</b>						<b>\$19,200.00</b>