Deerwood Elementary School

2016-17 Schoolwide Improvement Plan

Deerwood Elementary School

3701 MARIGOLD AVE, Kissimmee, FL 34758

www.osceolaschools.net

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	91%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	D	D*	C	B

Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in section 1008.33, Florida Statutes, is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by Rule 6A-1.099811, Florida Administrative Code:

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Deerwood Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	Targeted Support & Improvement - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Challenging every individual to reach their full potential.

b. Provide the school's vision statement.

Our vision is to create a learning-focused culture wherein all stakeholders accept personal responsibility for the learning of every child.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Here at Deerwood, we will continue to build a positive relationship between teachers, students, and parents. Teachers are strongly encouraged to call parents to celebrate positive behavior and/or academic success. Furthermore, teachers are encouraged to write positive referrals weekly. When a student receives a positive referral, they are called to the office by the administration. Administration then speaks with the student about their success and contacts the student's parent or guardian. To celebrate the diverse cultures represented here at Deerwood, we will have various celebrations of culture throughout this year including a Hispanic Heritage Celebration and a Multi-cultural Fair.

Students will annually receive a survey that will provide the school with information about students' perception of the state of the school's culture and climate. Results will then be reviewed by staff, and we will take actions to support all of our diverse learners going forward.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Deerwood has a very diverse student population. We are continuing to work diligently to stress customer service to all stakeholders to demonstrate respect to all. We will help students to feel respected by having a positive behavioral referral program. Furthermore, by adopting a growth mindset, we will look at discipline concerns as opportunities for students to learn and improve. We will have behavioral support and social/emotional support provided by our guidance counselor. We will follow Osceola County School's anti-bullying procedures and process to ensure that students feel respected by their peers. Our school resource officer will provide additional security and support to our students and staff.

To continue to create a safe environment, the students, parents and teachers will be given a survey where they will be allowed to express how safe and respected they feel and what they suggest can be done by the school to improve that environment.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

The school is initiating the implementaion of a proactive and positive approach to classroom management developed by Dr. Randy Sprick, CHAMPS. Staff will teach desired behaviors throughout the school and reinforce their display. Throughout the 2016-2017 school year, we will begin to transition to being a PBIS school, and we will have full PBIS implementation for 2017-2018.

d. 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.

At Deerwood, we provide individual and group counseling and mentoring sessions to targeted groups to help them be successful. Furthermore, our guidance counselor, school psychologists, and social worker help support all of our learners to ensure that the social-emotional needs of the students are met. The administrative team is also available to all students to help support their social-emotional needs.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

In addition to tracking student attendance, number of suspensions, course failure, and students who score a level 1 on statewide assessments in ELA and mathematics, we also document and track the number of students that have been retained in K-5.

b. Provide the following data related to the school's early warning system

1. 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	12	21	20	13	9	9	0	0	0	0	0	0	0	84
One or more suspensions	0	0	1	0	1	2	0	0	0	0	0	0	0	4
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	1	1	0	0	0	0	0	0	0	2

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	1	2	0	0	0	0	0	0	0	3

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

The leadership team, comprised of the Principal, Assistant Principals, Reading Coach, Math/Science Coach, LRS, Guidance Counselor, and ESOL Compliance Specialist and other stakeholders will develop a rapport with each student exhibiting two or more early warning indicators. Furthermore, teacher will be made aware of these high-risk students and will be offered additional support to promote student success.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. Description

Deerwood Elementary strives to involve parents in meaningful ways through educational activities and events that will help their child, and our students, reach their highest potential. Parental involvement has been historically limited due to the other demands placed upon our parents/guardians. However, we continually seek to find new, or improved ways of partnering with parents to help our students become successful. Please review our school's PIP for more information regarding parental involvement.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

The school has a liaison that works directly with our community to build partnerships. The liaison goes out to the community and meets with community/business leaders and works on developing the partnership. The school has also teamed up with the Title I department to develop a stronger relationship and presence with our parents, and all of the families in the Poinciana community, through our Title I Community Resource Center.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

1. School Leadership Team

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

Name	Title
Hayes, Jason	Principal
Johnston, Kim	Other
Mescall, Donna	Other
Hare, Erika	Instructional Coach
Williams, Erin	Assistant Principal
Gomez, Maria	Assistant Principal

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The Principal guides the MTSS process and delegates tasks/responsibilities to other members of the Problem Solving Team. He serves as an instructional leader advising and modeling effective intervention practices and data monitoring. The Assistant Principals provide support to the Principal, meets with instructional staff, and serves on the Problem Solving Team. Both the Principal and Assistant Principals help guide academic and behavioral MTSS procedures. The Guidance Counselor helps facilitate Behavioral MTSS. She provides resources to the teachers and conducts behavioral interventions in the form of small behaviorally focused groups. She partners with the School Psychologists to ensure that behavioral paperwork is complete. The Reading Coach and Math Coach provide support to the teachers in regards to Academic MTSS. They jointly track student data, and assist teachers with progress monitoring. They provide resources and clarification/support, as needed for the teachers with struggling students. Each teacher is expected to monitor their students' progress and ensure that they are making adequate growth. If a student is not making adequate growth, the teacher is expected to remain in contact with the parents/guardians of the child, track student data utilizing i-Ready data and common formative assessments, offer appropriate interventions, and track the effectiveness of those interventions.

2. 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.

We utilize, per county recommendation, i-Ready. This program will enable us to track the effectiveness of core instruction, as well as, the impact of specific data-based intervention strategies. This program provides diagnostic information that allows us to focus on the needs of specific students, as well as, specific groups of students. The data collected will drive our core instruction and our MTSS interventions.

Title I, Part A
To ensure students requiring additional remediation are assisted; extended learning opportunities, such as before and /or after school programs, and/or Saturday and/or summer school, are offered. The district coordinates with Title II to ensure staff development needs are provided. Learning Resource Specialists and Math/Science Coaches develop and lead programs based on Florida Standards curriculum/behavior assessment and intervention approaches.

Title I, Part C-Migrant
When Migrant children are enrolled at our school, the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. They will be contacted to help meet the needs of Migrant students, based on student achievement data, if enrolled at our school. These students will be afforded the same opportunities as all students. The liaison coordinates with Title I and other programs to ensure the student needs are met and assistance transitioning to post-secondary education or employment.

Title I, Part D
When Neglected and/or Delinquent children are enrolled in our school, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

Title II
Professional Development is provided for Core Connections, Math Solutions, and Instructional Framework Design and the Instructional Leadership Pipeline. It is also used to focus on Professional Learning Community (PLC) development and facilitation.

Title III
The Multicultural Department assists in the identification of Limited English Proficiency (LEP), immigrant, and Native American students most at-risk in meeting state standards. Support research-based, comprehensive educational programs are used to help reduce the educational barriers that result from cultural and linguistic needs. Schools provide help for LEP, immigrant, and Native American students achieve the same standards as developed for other students.

IDEA provides support for students with an Individual Education Plan (IEP), students identified through the Preschool Education Evaluation Program (PEEP), and students identified through the gifted screening process for all second grade Title I students.

Title IX
To help eliminate barriers for education the District Homeless Education Liaison works with the school FIT Liaisons to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health and academic referrals as well as vouchers for resources such as, but not limited to shoes, transportation, and school physicals

Nutritional Services: We work with Nutritional Services to provide healthy breakfast and lunch programs. Breakfast is free for all students. After school snacks are offered to students who take part in extended learning opportunities.

Violence Prevention Programs: Deerwood uses the school-wide BLAST program and incorporates the Stop Bullying Now program. Students and teachers are reminded of the BLAST guides during morning announcements and posters throughout the school. The Stop Bullying Now program is lead by one of the Assistant Principal. The Teachers are trained every year on the components of the program.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Jason Hayes	Principal
Rena Ramdeen	Parent
Louise Steuer	Education Support Employee
Diana Rosario	Education Support Employee
Aylleen Rosario	Parent
Brandi Derstine	Teacher
Alexandra Astodo	Parent
Alma Rodriguez	Parent
Wilnelia Ballester	Parent
Marimicus Moll	Parent
Shanique Tabios	Parent
Rosa Abdul-Malik	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

The SAC Committee provided crucial feedback and suggestions that influence and reform the school improvement plan. This year, the SAC Committee will meet monthly to discuss, and provide feedback and suggestions, regarding the function, policies, and procedures of Deerwood Elementary.

b. Development of this school improvement plan

The SAC committee, once a draft had been formed by the leadership team, reviewed the improvement plan, provided feedback and suggestions, and approved the plan in its current form. The SAC committee was made aware that the SIP is a 'living document' and that we can review, edit, and modify the document throughout the year as needed to best serve our students and community.

c. Preparation of the school's annual budget and plan

The SAC committee was not involved in the preparation of the budget for the 2016-2017 as this budget was established while school was not in session. The administrative team is available to review the budget with SAC members and would welcome suggestions regarding how to proceed with next year's planning.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

None provided.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Hayes, Jason	Principal
Mescall, Donna	Other
Williams, Erin	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT will work to develop an even stronger culture of reading at Deerwood. It will do this by coordinating family nights focused on literacy and reading. The team will also expand the reading incentives programs to motivate students. We have opened a reading room where students, once they have finished with their lunch, can go and independently read in a relaxing setting. We will continue to utilize Accelerated Reader and, as of this date, Deerwood has the highest book circulation rate for all of Osceola County's elementary schools.

D. Public and Collaborative Teaching

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Deerwood will be the first model PLC school in Osceola County. Our teachers are given time to collaborate and plan four days a week during their working day. Teachers are then provided two Wednesday afternoons for additional planning. Quarterly, grade levels will be provided coverage for an entire Wednesday so that they can plan as a team. It is expected that all grade levels develop common proficiency scales and utilize teacher-created common formative assessments.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

We strive to recruit and and retained highly qualified teachers by partnering with HR, and other county personnel, to ensure that we maintain an excellent staff. We now utilize TeacherMatch to identify highly-qualified candidates. The Principal, and Assistant Principals, interview candidates as a team to select individuals that we believe will help our students reach their highest potential. Depending on the position that we are hiring for, other team members may be included in the interview process. We seek to retain our highly qualified teachers by creating a positive and collaborative school culture.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

New teachers are partnered with veteran teachers that have exhibited the ability to help students achieve and have a desire to assist those new to the teaching profession excel in facilitating an environment where optimal student learning can transpire. All teachers are required to participate in PLC's where they can collaborate and learn from one another. During these sessions, teams set academic goals for their students, and, through reviewing the pertinent data, create learning paths to help the students achieve those goals.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Core instructional programs are provided and vetted by the Osceola County Schools. Other curricular materials are reviewed by our leadership team to make sure they are aligned to Florida Standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

The entire school is assessed at the beginning of they year in reading and math to obtain baseline data using i-Ready. From baseline data and teacher input, students are grouped in sections of need. Depending on how much support a student may need is how differentiation is developed for each classroom. Students who fall under Tier 3 intervention in reading may need a more comprehensive intervention which is provided by a certified teacher while support staff monitors the other children

and provide Tier 1 and 2 support as needed. Students are reassessed monthly or bi-weekly depending on the type of support they are receiving.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 1,600

This year we are fortunate to have 21st Century at Deerwood Elementary. This program takes place four days a week for three hours a day. The program also extends into the summer months. This program provides homework assistance and hands-on learning opportunities to our students performing in the lowest quartile in second through fifth grade.

Strategy Rationale

The more support a student receives the higher the likelihood they will close the gap or surpass projected academic growth.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Williams, Erin, erin.williams@osceolaschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

i-Ready data will be monitored for academic growth in the lowest quartile.

Strategy: Extended School Day

Minutes added to school year:

Battle of the Books

Strategy Rationale

Battle of the Books is an academic competition based on the 15 Sunshine State Young Reader Nominated books nominated by the Florida Association for Media in Education. Organized by the Osceola County School Librarians Association, the battle consists of teams from elementary, middle, and high schools across the county.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Williams, Erin, erin.williams@osceolaschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

| **Strategy:** Extended School Day |
| **Minutes added to school year:** |

Writes of Spring Writing Contest

Strategy Rationale

All Elementary schools will participate in the Writes of Spring contest. Writes of Spring is contest in which students in grades K-12 respond to the prompt "How do you use your freedom of speech?" as part of Celebrate Freedom Week. Responses may be in the form of a one-page persuasive essay, short story, or poem.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Williams, Erin, erin.williams@osceolaschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

| **Strategy:** Weekend Program |
| **Minutes added to school year:** |

We will offer Saturday instruction for three targeted groups in after winter break.

Strategy Rationale

By targeting specific groups of students during these remedial sessions, we will be able to better meet the needs of these learners.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Williams, Erin, erin.williams@osceolaschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

i-Ready data will be monitored for these students.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

During the month of May, students and families are invited to attend our annual Kindergarten Registration Round-Up which provides all incoming kindergartners with an opportunity to meet our

staff, tour our school, and to attend a presentation which outlines the curriculum expectations and daily schedule, along with addressing any questions.

b. College and Career Readiness

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

Faculty is encouraged to display and share information of the colleges they attended. The Osceola County and Deerwood are currently working on developing ways to establish partnerships with local colleges and universities. We will hold career day events, as well as, have representatives from local colleges speak with our students.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

NA

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

NA

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes.

NA

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   All school members will create and communicate a safe and positive environment for students, parents, staff, and community.

G2.   Through collaboration, support, and feedback, staff will understand, plan, and implement standards-based instruction (SBI) to increase all students' achievement.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. All school members will create and communicate a safe and positive environment for students, parents, staff, and community. `1a`

🔍 G085374

Targets Supported `1b`

Indicator	Annual Target
Attendance rate	94.0

Targeted Barriers to Achieving the Goal `3`

- Lack of student motivation to attend.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- PD for instructional staff to increase authentic engagement

- PD for effective and positive classroom management approaches.

Plan to Monitor Progress Toward G1. `8`

We will progress monitor all three data points throughout the duration of the year to ensure that we will meet our target goal.

Person Responsible

Jason Hayes

Schedule

Monthly, from 8/31/2016 to 5/26/2017

Evidence of Completion

Average monthly attendance percentage will be monitored, as well as, the percentage of authentically engaged and compliant students observed during each observation.

G2. Through collaboration, support, and feedback, staff will understand, plan, and implement standards-based instruction (SBI) to increase all students' achievement. `1a`

🔍 G085375

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	55.0
FSA Mathematics Achievement	60.0

Targeted Barriers to Achieving the Goal `3`

- Teachers do not understand SBI and are not familiar with the standards themselves.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- We will offer PD opportunities here at Deerwood with both coaches and teacher-leaders offering their expertise. Data gathered by walkthroughs will help the administration determine, and address, specific areas of need as it relates to this goal.

- Train and guide teachers through the process of developing and implementing small groups.

- Data Digging opportunity

- PLC professional development

- PD for unpacking standards

Plan to Monitor Progress Toward G2. `8`

Data from iReady, benchmark assessments, formative assessments, walkthrough reflections, and formal/informal observational data.

Person Responsible
Jason Hayes

Schedule
Biweekly, from 8/15/2016 to 5/26/2017

Evidence of Completion
Evidence will be documented in iObservation and i-Ready.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

[1] = Problem Solving Step   🔑 S123456 = Quick Key

G1. All school members will create and communicate a safe and positive environment for students, parents, staff, and community. 1

🔑 G085374

G1.B1 Lack of student motivation to attend. 2

🔑 B227043

G1.B1.S2 Offer additional professional development to teachers to assist them in creating engaging and collaborative lessons. 4

🔑 S239561

Strategy Rationale

Students who are authentically engaged during the instructional day are more likely to want to attend school on a regular basis.

Action Step 1 5

We offered summer planning so that our teachers could come together and collaborate in designing standards-based engaging lessons.

Person Responsible

Jason Hayes

Schedule

On 8/9/2016

Evidence of Completion

Proficiency scales and lesson plans provide evidence of completion.

Action Step 2 5

We wil provide on-going guided opportunities for teachers to collaborate and develop lessons within their teams. They will receive PD through the insights and expertise of their peers.

Person Responsible

Erika Hare

Schedule

Daily, from 8/10/2016 to 6/2/2017

Evidence of Completion

Evidence will be provided through observation of instructional practices and artifacts.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 `6`

Fidelity will be monitored by coach observations of teacher practices.

Person Responsible

Jason Hayes

Schedule

Daily, from 8/22/2016 to 5/26/2017

Evidence of Completion

Notes and feedback regarding the teachers' instructional practices will serve as evidence.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 `6`

Fidelity will be monitored by the administrative team as we observe instructional practices.

Person Responsible

Jason Hayes

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Evidence will be recorded in the form of feedback and notes, and evidence will also be recorded in the through MyPGS.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Student attendance, authentic engagement, and time-on-task will be monitored to determine the effectiveness.

Person Responsible

Jason Hayes

Schedule

Weekly, from 9/16/2016 to 5/26/2017

Evidence of Completion

We will monitor attendance through Focus. Authentic engagement and time-on-task will be monitored and documented by the leadership team.

G2. Through collaboration, support, and feedback, staff will understand, plan, and implement standards-based instruction (SBI) to increase all students' achievement. [1]

🔑 G085375

G2.B4 Teachers do not understand SBI and are not familiar with the standards themselves. [2]

🔑 B227048

G2.B4.S1 Develop and communicate expectations for SBI implementation. [4]

🔑 S239562

Strategy Rationale

Teachers need clear communication so that they understand what they are being asked to do. We will strive to eliminate ambiguity.

Action Step 1 [5]

We will define standards-based instruction.

Person Responsible

Erin Williams

Schedule

On 8/9/2016

Evidence of Completion

Evidence will be evident in teacher created materials and proficiency scales.

Action Step 2 [5]

We will develop and communicate expectations for SBI implementation.

Person Responsible

Jason Hayes

Schedule

Weekly, from 8/2/2016 to 5/26/2017

Evidence of Completion

The evidence for the development of expectations is available in our grade levels portfolios of proficiency scales, as well as, qualitative data from walkthroughs and observations. The evidence of the communication of expectations is available via meeting minutes and archived digital communication.

Action Step 3 5

We will define roles to ensure clarity of expectations as it pertains to SBI.

Person Responsible

Jason Hayes

Schedule

On 8/2/2016

Evidence of Completion

A list of roles and expectations is available in our school improvement binder.

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Walkthroughs will be conducted to ensure that the communicated expectations are being put into practice after PD has been offered.

Person Responsible

Jason Hayes

Schedule

On 5/26/2017

Evidence of Completion

Data will be collected during walkthroughs that will serve as evidence.

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Various forms of data will be collected from assessments (iReady, Benchmark, etc…)

Person Responsible

Jason Hayes

Schedule

Biweekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

We will be able to determine effectiveness of SBI by monitoring student growth and progress on i-Ready and on formative and summative assessments.

G2.B4.S2 Increase planning opportunities and PD for SBI. [4]

S239563

Strategy Rationale

While we need to clearly communicate expectations, we must ensure that our teachers have the capacity to reach those expectations. If they do not currently have that capacity, we will seek to grow them.

Action Step 1 [5]

PD opportunities will be provided throughout the year to support the teachers in delivering SBI.

Person Responsible

Erin Williams

Schedule

Monthly, from 8/8/2016 to 5/26/2017

Evidence of Completion

Evidence of PD participation will be documented via sign-in sheets.

Plan to Monitor Fidelity of Implementation of G2.B4.S2 [6]

Implementation of the PD will be monitored via sign-in sheets and the implementation of what is taught during the PD sessions will be monitored by leadership walkthroughs.

Person Responsible

Jason Hayes

Schedule

Weekly, from 8/8/2016 to 5/26/2017

Evidence of Completion

Ultimately, we will be looking for PD to practice. Therefore, the most important data will be the evidence collected during walkthrough opportunities of teachers applying the PD throughout the day.

Plan to Monitor Effectiveness of Implementation of G2.B4.S2 `7`

Monitoring will enable leadership to identify if teachers are becoming more familiar with the standards and providing SBI to our learners.

Person Responsible

Jason Hayes

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Effectiveness of reducing or eliminating the above barrier will be evident through qualitative and quantitative data.

G2.B4.S3 Implement SBI and reflect to identify best practices through collaborative planning opportunities. 4

🔑 S239564

Strategy Rationale

Through implementation and reflection we can better serve the students by providing effective and efficient SBI.

Action Step 1 5

Implement SBI with fidelity.

Person Responsible

Jason Hayes

Schedule

Daily, from 8/22/2016 to 5/26/2017

Evidence of Completion

Evidence will be available through the collection of SB assessment data that indicates if SBI is occurring with fidelity.

Action Step 2 5

Teachers will collaborate in order to reflect and identify best practices to help promote student achievement. Bi-weekly collaborative meetings is the minimal expectation. Teams will ideally meet multiple times throughout the week.

Person Responsible

Jason Hayes

Schedule

Biweekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Both PLC minutes and evidence of revisions of planning and common planning will be evident.

Plan to Monitor Fidelity of Implementation of G2.B4.S3 `6`

Monitoring for the fidelity of implementation will take place though the observations of the common planning itself, as well as artifacts that reflect common planning. Furthermore, content delivery and facilitation will be monitored.

Person Responsible

Jason Hayes

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Lesson plans, PLC minutes, common teacher created lessons and assessments, and walkthrough data will provide evidence of the fidelity of implementation.

Plan to Monitor Effectiveness of Implementation of G2.B4.S3 `7`

Common standards-based assessments (formative and summative) will be utilized to motor for effectiveness.

Person Responsible

Jason Hayes

Schedule

Weekly, from 9/5/2016 to 9/5/2016

Evidence of Completion

Evidence will be collected in the form of data from the aforementioned assessments. Evidence will also be gathered as it pertains to planning for the implementation of SBI.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G2.B4.S1.A3 🔍 A310174	We will define roles to ensure clarity of expectations as it pertains to SBI.	Hayes, Jason	8/2/2016	A list of roles and expectations is available in our school improvement binder.	8/2/2016 one-time
G2.B4.S1.A1 🔍 A310172	We will define standards-based instruction.	Williams, Erin	8/8/2016	Evidence will be evident in teacher created materials and proficiency scales.	8/9/2016 one-time
G1.B1.S2.A1 🔍 A310170	We offered summer planning so that our teachers could come together and collaborate in designing...	Hayes, Jason	8/8/2016	Proficiency scales and lesson plans provide evidence of completion.	8/9/2016 one-time
G2.B4.S3.MA1 🔍 M317732	Common standards-based assessments (formative and summative) will be utilized to motor for...	Hayes, Jason	9/5/2016	Evidence will be collected in the form of data from the aforementioned assessments. Evidence will also be gathered as it pertains to planning for the implementation of SBI.	9/5/2016 weekly
G1.MA1 🔍 M317727	We will progress monitor all three data points throughout the duration of the year to ensure that...	Hayes, Jason	8/31/2016	Average monthly attendance percentage will be monitored, as well as, the percentage of authentically engaged and compliant students observed during each observation.	5/26/2017 monthly
G2.MA1 🔍 M317734	Data from iReady, benchmark assessments, formative assessments, walkthrough reflections, and...	Hayes, Jason	8/15/2016	Evidence will be documented in iObservation and i-Ready.	5/26/2017 biweekly
G2.B4.S1.MA1 🔍 M317728	Various forms of data will be collected from assessments (iReady, Benchmark, etc…)	Hayes, Jason	8/22/2016	We will be able to determine effectiveness of SBI by monitoring student growth and progress on i-Ready and on formative and summative assessments.	5/26/2017 biweekly
G2.B4.S1.MA1 🔍 M317729	Walkthroughs will be conducted to ensure that the communicated expectations are being put into...	Hayes, Jason	8/22/2016	Data will be collected during walkthroughs that will serve as evidence.	5/26/2017 one-time
G2.B4.S1.A2 🔍 A310173	We will develop and communicate expectations for SBI implementation.	Hayes, Jason	8/2/2016	The evidence for the development of expectations is available in our grade levels portfolios of proficiency scales, as well as, qualitative data from walkthroughs and observations. The evidence of the communication of expectations is available via meeting minutes and archived digital communication.	5/26/2017 weekly
G1.B1.S2.MA1 🔍 M317724	Student attendance, authentic engagement, and time-on-task will be monitored to determine the...	Hayes, Jason	9/16/2016	We will monitor attendance through Focus. Authentic engagement and time-on-task will be monitored and documented by the leadership team.	5/26/2017 weekly
G1.B1.S2.MA1 🔍 M317725	Fidelity will be monitored by coach observations of teacher practices.	Hayes, Jason	8/22/2016	Notes and feedback regarding the teachers' instructional practices will serve as evidence.	5/26/2017 daily
G1.B1.S2.MA2 🔍 M317726	Fidelity will be monitored by the administrative team as we observe instructional practices.	Hayes, Jason	8/22/2016	Evidence will be recorded in the form of feedback and notes, and evidence will also be recorded in the through MyPGS.	5/26/2017 weekly
G2.B4.S2.MA1 🔍 M317730	Monitoring will enable leadership to identify if teachers are becoming more familiar with the...	Hayes, Jason	8/22/2016	Effectiveness of reducing or eliminating the above barrier will be evident through qualitative and quantitative data.	5/26/2017 weekly
G2.B4.S2.MA1 🔍 M317731	Implementation of the PD will be monitored via sign-in sheets and the implementation of what is...	Hayes, Jason	8/8/2016	Ultimately, we will be looking for PD to practice. Therefore, the most important data will be the evidence collected during walkthrough opportunities of	5/26/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				teachers applying the PD throughout the day.	
G2.B4.S2.A1 🔑 A310175	PD opportunities will be provided throughout the year to support the teachers in delivering SBI.	Williams, Erin	8/8/2016	Evidence of PD participation will be documented via sign-in sheets.	5/26/2017 monthly
G2.B4.S3.MA1 🔑 M317733	Monitoring for the fidelity of implementation will take place though the observations of the common...	Hayes, Jason	8/22/2016	Lesson plans, PLC minutes, common teacher created lessons and assessments, and walkthrough data will provide evidence of the fidelity of implementation.	5/26/2017 weekly
G2.B4.S3.A1 🔑 A310176	Implement SBI with fidelity.	Hayes, Jason	8/22/2016	Evidence will be available through the collection of SB assessment data that indicates if SBI is occurring with fidelity.	5/26/2017 daily
G2.B4.S3.A2 🔑 A310177	Teachers will collaborate in order to reflect and identify best practices to help promote student...	Hayes, Jason	8/15/2016	Both PLC minutes and evidence of revisions of planning and common planning will be evident.	5/26/2017 biweekly
G1.B1.S2.A2 🔑 A310171	We wil provide on-going guided opportunities for teachers to collaborate and develop lessons within...	Hare, Erika	8/10/2016	Evidence will be provided through observation of instructional practices and artifacts.	6/2/2017 daily

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. All school members will create and communicate a safe and positive environment for students, parents, staff, and community.

G1.B1 Lack of student motivation to attend.

G1.B1.S2 Offer additional professional development to teachers to assist them in creating engaging and collaborative lessons.

PD Opportunity 1

We offered summer planning so that our teachers could come together and collaborate in designing standards-based engaging lessons.

Facilitator

Mescall, Johnston, and Hare

Participants

All teachers were invited to participate.

Schedule

On 8/9/2016

PD Opportunity 2

We wil provide on-going guided opportunities for teachers to collaborate and develop lessons within their teams. They will receive PD through the insights and expertise of their peers.

Facilitator

Hare

Participants

All

Schedule

Daily, from 8/10/2016 to 6/2/2017

G2. Through collaboration, support, and feedback, staff will understand, plan, and implement standards-based instruction (SBI) to increase all students' achievement.

G2.B4 Teachers do not understand SBI and are not familiar with the standards themselves.

G2.B4.S1 Develop and communicate expectations for SBI implementation.

PD Opportunity 1

We will define standards-based instruction.

Facilitator

Mescall, Johnston, and Hare

Participants

All instructional staff is invited to attend.

Schedule

On 8/9/2016

PD Opportunity 2

We will develop and communicate expectations for SBI implementation.

Facilitator

Multiple facilitators throughout the year

Participants

All instructional staff

Schedule

Weekly, from 8/2/2016 to 5/26/2017

G2.B4.S2 Increase planning opportunities and PD for SBI.

PD Opportunity 1

PD opportunities will be provided throughout the year to support the teachers in delivering SBI.

Facilitator

Multiple Facilitators and Developers

Participants

Audience will very depending on the PD opportunity.

Schedule

Monthly, from 8/8/2016 to 5/26/2017