2013-2014 SCHOOL IMPROVEMENT PLAN

Deerwood Elementary School

3701 MARIGOLD AVE

Kissimmee, FL 34758

407-870-2400

www.osceola.k12.fl.us

School Demographics

School Type	**Title I**	**Free and Reduced Lunch Rate**
Elementary School	Yes	84%
Alternative/ESE Center	**Charter School**	**Minority Rate**
No	No	87%

School Grades History

2013-14	**2012-13**	**2011-12**	**2010-11**
C	B	A	A

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. 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 FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Deerwood Elementary School

Principal
Ian Gesundheit

School Advisory Council chair
Reena Ramdeen

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Jason R. Hayes	Assistant Principal
T.J. Pacheco	Technology Specialist
Kim Johnston	CRS
Katie Dekdebrun	Guidance
Donna Mescall	Reading Coach

District-Level Information

District
Osceola

Superintendent
Mrs. Melba Luciano

Date of school board approval of SIP
10/15/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The SAC Chair is Reena Ramdeen. The Secretary responsible for minutes, sing-in sheet, and the agenda is Ms. Amy Swann.

Involvement of the SAC in the development of the SIP

The SAC Committee provides crucial feedback and suggestions that influence and reform the school improvement plan.

Activities of the SAC for the upcoming school year

The SAC Committee will meet monthly to discuss, and provide feedback and suggestions, regarding the function, policies, and procedures of Deerwood Elementary.

Projected use of school improvement funds, including the amount allocated to each project

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Ian Gesundheit		
Principal	Years as Administrator: 14	Years at Current School: 1

Credentials	He received his bachelor's degree in Biology from the University of California and a master's degree in Educational Leadership from Nova Southeastern University. He is currently pursuing his doctorate degree at the University of Central Florida.

Performance Record

Jason R. Hayes		
Asst Principal	Years as Administrator: 2	Years at Current School: 6

Credentials	B.S. - Early Childhood and Elementary Education - UNT M. Ed. - Educational Leadership - Stetson PhD (ABD) - Educational Psychology: Human Development and Culture - UT

Performance Record

Instructional Coaches

# of instructional coaches
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Donna Mescall		
Full-time / School-based	Years as Coach: 9	Years at Current School: 9

Areas — Reading/Literacy

Credentials

Performance Record — During her years at Deerwood Ms. Mescall has focused on improving literacy in the classroom. The school-wide data for lower quartile students has historically been above 70% of students making gains. Deerwood, for the 2011-2012 academic year, had 91% of the lowest quartile students making academic gains in reading.

Kim Johnston		
Part-time / District-based	Years as Coach: 9	Years at Current School: 9

Areas — Mathematics, Science

Credentials

Performance Record

Classroom Teachers

# of classroom teachers
49

 # receiving effective rating or higher
48, 98%

 # Highly Qualified Teachers
100%

 # certified in-field
40, 82%

 # ESOL endorsed
15, 31%

 # reading endorsed
9, 18%

 # with advanced degrees
20, 41%

 # National Board Certified
1, 2%

 # first-year teachers
8, 16%

 # with 1-5 years of experience
11, 22%

 # with 6-14 years of experience
17, 35%

 # with 15 or more years of experience

13, 27%

Education Paraprofessionals

# of paraprofessionals

23

 # Highly Qualified

23, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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. The Principal, and Assistant Principal, interview candidates as a team to select individuals that we believe will help our students reach their highest potential.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the 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.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

We utilize, per county recommendation, STAR Enterprise. 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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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 Principal provides support to the Principal, meets with instructional staff, and serves on the Problem Solving Team. Both the Principal and Assistant Principal 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 STAR, offer appropriate interventions from a list provided by the administration, and track the effectiveness of those interventions.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The Leadership Team will periodically conduct data meetings analyzing both school, and specific classroom, data. We will analyze and track the progress made by our students and continually reflect on our process and implement best practices. Teachers will be required to speak to their classroom data, and, during those discussions, we will focus on how to best help all of our students achieve. Trend lines provided by STAR will allow us to know if the interventions that we are providing are sufficient to enable a child's success.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Data sources include: STAR, FAIR, Data Director, Unit Assessments, ODMS reports, and reports generated from Compass. Teachers, along with administrative designees, will also review data and meet with teachers as needed to discuss student achievement and progress.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

At the beginning of the academic year, meetings were held and MTSS plans, along with flowcharts and other information, was presented to teachers. Teachers were instructed on how to utilize STAR to support MTSS documentation and progress. The flowcharts provided explicitly state the actions to be taken by teachers with struggling students.
Furthermore, data meetings will be held monthly. If needed, these meetings can be scheduled with a higher frequency. During these meetings, teacher will become more familiar with MTSS.
Parents are educated about the MTSS process by both the teachers and the Guidance Counselor. They will hold individual meetings with parents to discuss their specific concerns.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 1,600

Extended Learning is offered after school to assist in Math and Reading. For Reading, Treasures Intervention, National Geographic Explorer, and Edmentum are all utilized.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

The STAR assessment is given bi-weekly to track student progress.

Who is responsible for monitoring implementation of this strategy?

The Reading Coach, Math/Science Coach, as well as, a designated classroom teacher ensure that the Extended Learning program is successful.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Donna Mescall	Reading Coach
Dana Davenport	Teacher
Sarah Cunningham	Teacher
Brandi Derstine	Teacher
Adam Cody	Teacher
Victoria Castor	Teacher
Kim Johnston	Math/Science Coach
Kris O'Neal	Teacher

How the school-based LLT functions

The LLT will meet monthly to facilitate reading goals from the SIP. It functions as a vertical team to promote high student achievement and problem-solving.
Each meeting will consist of a strategic agenda to oversee the implementation of the Reading Plan. The LLT will analyze data, determining needs and bring the information back to the Grade Level PLC groups to create a course of action.
Based on the school data, the LLT will gear activities and professional development toward improving reading instruction

Major initiatives of the LLT

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.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

All Pre-K students participate in "meet the teacher" event in the Spring and take an opportunity to tour the Kindergarten rooms. The Pre-K teacher also takes the student on tours of the school.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	62%	59%	No	66%
American Indian				
Asian				
Black/African American	65%	58%	No	69%
Hispanic	59%	52%	No	63%
White	66%	41%	No	69%
English language learners	48%	26%	No	54%
Students with disabilities	34%	20%	No	41%
Economically disadvantaged	59%	59%	Yes	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	90	27%	32%
Students scoring at or above Achievement Level 4	84	25%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		22%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		64%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	204	61%	66%
Students in lowest 25% making learning gains (FCAT 2.0)	32	57%	62%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	102	49%	55%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	36	17%	25%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	33	16%	25%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	60	57%	63%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	41	39%	44%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	63%	52%	No	67%
American Indian				
Asian				
Black/African American	60%	53%	No	64%
Hispanic	62%	51%	No	66%
White	64%	34%	No	68%
English language learners	55%	30%	No	60%
Students with disabilities	43%	17%	No	49%
Economically disadvantaged	62%	30%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	90	27%	35%
Students scoring at or above Achievement Level 4	77	23%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		30%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		50%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	227	68%	73%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	59	71%	75%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	29	27%	32%
Students scoring at or above Achievement Level 4	46	43%	48%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		22%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		64%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	38	7%	4%
Students retained, pursuant to s. 1008.25, F.S.	55	7%	6%
Students who are not proficient in reading by third grade	51	48%	40%
Students who receive two or more behavior referrals	37	5%	4%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	26	3%	3%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

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.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
SAC Attendance	10	7%	10%
PTO	0	0%	2%

Goals Summary

G1. To increase differentiation in the delivery of classroom instruction.

G2. To increase student participation and interaction throughout the instructional day.

G3. Our goal is to increase progress monitoring utilizing student data to target our instructional practices.

Goals Detail

G1. To increase differentiation in the delivery of classroom instruction.

Targets Supported
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Social Studies
- Science - Elementary School

Resources Available to Support the Goal
- Professional development opportunities, particularly through Math Solutions will be offered by Osceola County. We will also offer PD opportunities here at Deerwood with both staff and consultants offering their expertise. Data gathered by walkthroughs will help the administration determine, and address, specific areas of need as it relates to this goal.

Targeted Barriers to Achieving the Goal
- Some teachers wanting to maintain a 'lecture' style of curricular delivery.

Plan to Monitor Progress Toward the Goal

Frequency of utilization of 'centers,' 'stations, ' leveled-readers, and other differentiation strategies/ resources will increase

Person or Persons Responsible
Administration, Leadership Team, Classroom Teachers

Target Dates or Schedule:
On-going

Evidence of Completion:
Frequency documented in iObservation

G2. To increase student participation and interaction throughout the instructional day.

Targets Supported
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Social Studies
- Science - Elementary School

Resources Available to Support the Goal
- A needs assessment revealed that there are currently missed opportunities for student participation and interaction. Teachers will be provided strategies, PD, and opportunities to reflect on their teaching strategies with the intent to increase student participation.

Targeted Barriers to Achieving the Goal
- Some teachers have difficulty relinquishing control to the students for their own interactions and learning. The lack of effective classroom management can compound their hesitation.

Plan to Monitor Progress Toward the Goal

Observe for increased utilization of cooperative learning opportunities

Person or Persons Responsible
Principal and Assistant Principal

Target Dates or Schedule:
On-going

Evidence of Completion:
iObservation data

G3. Our goal is to increase progress monitoring utilizing student data to target our instructional practices.

Targets Supported
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Science - Elementary School

Resources Available to Support the Goal
- We will utilize STAR Enterprise for data as it related to Math and Reading. Administration will partner with the Leadership Team, as well as, with all classroom teacher to ensure that productive and meaningful data analysis is taking place and influencing instructional practices.

Targeted Barriers to Achieving the Goal
- Possible teacher reluctance to reflect on data and core instructional practices.
- The amount of time needed to utilize data in a meaningful way.

Plan to Monitor Progress Toward the Goal

Attendance and participation at data meetings will continue to improve. Evidence of instructional staff reflecting on and utilizing their data will be evident in their lesson plans and instructional practices which are monitored by the Administration and Leadership Team.

Person or Persons Responsible
Principal, Assistant Principal, Leadership Team

Target Dates or Schedule:
On-going

Evidence of Completion:
Lesson plans, student grouping, data discussions, and instructional practice

Action Plan for Improvement

Problem Solving Key

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

G1. To increase differentiation in the delivery of classroom instruction.

G1.B1 Some teachers wanting to maintain a 'lecture' style of curricular delivery.

G1.B1.S1 Offer on-going professional development, as well as, monitoring its effectiveness, to assist teachers in differentiating their instruction.

Action Step 1

A needs-assessment will take place, professional development offered, and the administration will monitor the implementation of various strategies.

Person or Persons Responsible

Administration, Leadership Team, Instructional Staff

Target Dates or Schedule

BOY and On-going

Evidence of Completion

The frequency of the implementation of differentiated instructional strategies will increase.

Plan to Monitor Fidelity of Implementation of G1.B1.S1

Walkthroughs will provide data relating to instructional practices

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

On-going

Evidence of Completion

Walkthrough documentation on iObservation

Plan to Monitor Effectiveness of G1.B1.S1

The effectiveness of the PD will be monitored through walkthrough observations

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

On-going

Evidence of Completion

Documentation in iObservation

G2. To increase student participation and interaction throughout the instructional day.

G2.B1 Some teachers have difficulty relinquishing control to the students for their own interactions and learning. The lack of effective classroom management can compound their hesitation.

G2.B1.S1 Demonstrate, through PD, modeling, and data that cooperative learning can be an effective and engaging instructional strategy.

Action Step 1

A needs assessment will be conducted, the data collected will be presented to the staff, opportunities for cooperative learning will be identified, PD offered, and monitoring to assure compliance will continue throughout the year.

Person or Persons Responsible

Principal, Assistant Principal, Leadership Team, Classroom Teachers

Target Dates or Schedule

BOY and On-going

Evidence of Completion

Observations made by administration of cooperative learning strategies being implemented

Plan to Monitor Fidelity of Implementation of G2.B1.S1

On-going walkthroughs to ensure best instructional practices are taking place

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

On-going

Evidence of Completion

Documentation in iObservation

Plan to Monitor Effectiveness of G2.B1.S1

Analyzing student data to monitor if best teaching practices were adhered to

Person or Persons Responsible

Principal, Assistant Principal, Leadership Team, Classroom Teachers

Target Dates or Schedule

On-going

Evidence of Completion

STAR Enterprise data

G3. Our goal is to increase progress monitoring utilizing student data to target our instructional practices.

G3.B1 Possible teacher reluctance to reflect on data and core instructional practices.

G3.B1.S1 Administration will, as needed, guide the discussions around data to help assist in meaningful analysis.

Action Step 1

Facilitation of data meetings

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

On-going

Evidence of Completion

Meeting attendance and STAR data

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Administration will partner together to ensure meetings are held with fidelity

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

On-going

Evidence of Completion

STAR Enterprise Data and classroom walkthtroughs

Plan to Monitor Effectiveness of G3.B1.S1

See strategy

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

On-going

Evidence of Completion

STAR Enterprise data

G3.B2 The amount of time needed to utilize data in a meaningful way.

G3.B2.S1 Provide reports to teachers to minimize the burden of collecting data for our meetings. During meetings, remain on task, focused on student data, and utilize the limited time efficiently.

Action Step 1

See strategy

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

On-going throughout the year

Evidence of Completion

Attendance at data meetings will remain strong.

Plan to Monitor Fidelity of Implementation of G3.B2.S1

See strategy

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

On-going

Evidence of Completion

Reports and meeting attendance

Plan to Monitor Effectiveness of G3.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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. Reading and Math Coaches develop and lead programs based on Common Core 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 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.

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

VPK: The district's PreK Department coordinates this program to help students achieve school-readiness before entering Kindergarten.

Title III: The district's PreK Department coordinates this program to help students achieve school-readiness before entering Kindergarten.

Individuals with Disabilities Education Act (IDEA): The benefits of programs used to provide supplemental instruction at Deerwood are discussed with parents when developing an Individual Education Plan (IEP).

Title X: Through our guidance department, families identified as FIT are provided supplies, clothing, and other services as needed. To help eliminate barriers for education the District Homeless Education Liaison works with the school Fit Liaison to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public school. For students identified as homeless under the McKinney-Vento Act, the Liaisons provides health and academic referrals as well as vouchers for resources such as, but not limited to, shoes, transportation, and school physicals.

Title II: Professional activities are facilitated and monitored by DWE resource teachers, as well as, district level professional development staff in relation to increasing parental involvement. Professional Development is provided for PDA+, Math Solutions, and Marzano Research Laboratory. It is also used to focus on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation.

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 the Assistant Principal. The Teachers are trained every year on the components of the program.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

Appendix 2: Budget to Support School Improvement Goals