

Orange County Public Schools

Deerwood Elementary



2017-18 Schoolwide Improvement Plan

Deerwood Elementary

1356 S ECONLOCKHATCHEE TRL, Orlando, FL 32825

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2016-17 Title I School</p> <p style="font-size: 24px;">No</p>	<p>2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="font-size: 24px;">64%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="font-size: 24px;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="font-size: 24px;">60%</p>

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	A*	A

**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 Orange 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE’s school improvement planning web application located at <https://www.floridacims.org>.

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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 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Deerwood Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

To lead our students to success with the support and involvement of families and their communities

b. Provide the school's vision statement.

To be the top producer of successful students in the nation

2. School Environment

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

Deerwood Elementary School faculty and staff believe that communication is the bridge between people of differing backgrounds and cultures. The school has systems and provides professional development to strengthen the bonds between all stakeholders. By creating systems of trust, relationships are built and, as a result, the school can effectively focus on all children. The Best Practices for Inclusive Education (BPIE) assessment was used to evaluate and analyze the practice of inclusion at the school level as well as identify the key people who monitor the implementation of best practices and the utilization of resources in order to strengthen the multi-tiered system of support (MTSS).

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

Maintaining and ensuring a safe environment is paramount to Deerwood's continued success. The school utilizes a core value system called CHAMPS, designed to teach the core values of the school and promote a positive learning environment. The school also focuses on maintaining a safe environment when considering external concerns, such as severe weather or campus intruders. All systems are coordinated through and established with district's safety teams, such as Site Security and the East Area Office. These systems are monitored and updated continuously. Adults and school patrols are on duty throughout the campus during arrival and dismissal to ensure the safety of all students.

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 OCPS Student Code of Conduct is the official document on which Deerwood monitors and governs student behavior on campus. The Code sets the standards and procedures for evaluating student discipline issues. The code is reviewed in the classrooms every nine weeks to ensure continued understanding. The school also utilizes a core value system called CHAMPS, which is designed to teach the core values of the school and promote a positive learning environment. A reward system is established to recognize students, teachers, and classes who exhibit these core values such as pride, passion and positivity. Teachers are at the forefront of setting and implementing clear student behavioral expectations.

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.

To meet the social-emotional needs of all students, Deerwood has on-site services through a program called Deerwood Cares. The program is led by the school's counselor and behavioral specialist. The program tailors responses to the individual needs of particular students and their families. Support groups help with issues such as divorce, grief and loss, low self-esteem, poverty, anger management and depression. Counseling focuses on early and consistent intervention. The team brings together community support, professional counseling, and active monitoring systems to assist students and their families. Students can be referred to Deerwood Cares by teachers, faculty members, families, nurses, etc. The counseling is private and takes place during non-academic times, such as lunch, specials, or after school. BPIE – Best Practices for Inclusive Education – is used to identify learning opportunities and resources for students with disabilities and shared with stakeholders.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Deerwood Elementary understands the connection between student attendance and student achievement. Simply put, students must be present to learn. For students who are not attending school on a consistent basis, the school initiates attendance conferences with the school staff, administration, and the school's assigned social worker. Deerwood is uniquely blessed with the addition of a large number of students through its exceptional education cluster center. These students have high medical needs, and are often present less than the 90% threshold due to medical emergencies, appointments, or procedures.

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	13	20	18	10	14	7	0	0	0	0	0	0	0	82
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	9	7	2	1	2	0	0	0	0	0	0	0	21
Level 1 on statewide assessment	0	0	0	6	5	10	0	0	0	0	0	0	0	21

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	4	4	2	1	3	0	0	0	0	0	0	0	14

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

Deerwood grade level teams meet weekly in PLC meetings to focus planning for student achievement. Administration and Teachers engage in continuous meeting cycles, focusing on individual student data to help formulate strategies to meet the needs of all students.

Teams provide administration with continuous progress monitoring, based on common grade-level assessments in both ELA and math, through progress monitoring data. Best Practices for Inclusive Education (BPIE) assisted with the development of Tier II and Tier III strategies through Indicator 20 and the multi-tiered system of student supports (MTSS).

The following are strategies and resources provided by the school to enhance student achievement:

Parent-Teacher conferences

District Support -- Social Worker, School Psychologist, Minority Achievement Office (MAO)

Community resources; MAGIC officer

Intervention class daily (math and reading)

School-based instructional support teachers and paraprofessionals (reading and math)

"Boots on the Ground" -- UCF volunteers provide in-class tutoring and small group instruction during core academics

UCF Interns

Math Club before school

After School tutoring (Reading and Math)

Foster Grandparent program

iStation

iReady - Reading and Math

Accelerated Reader

Rosetta Stone

Multi-Tiered System of Support (MTSS) for academics and behavior

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

The parental involvement target for Deerwood Elementary School is to increase the number of parents who volunteer in the classroom.

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.

Deerwood has an active PTA and strong parental and community involvement for fostering increased student achievement. Parents supervise the daily math club, assist in the media center and cafeteria, and tutor students in class and after school. Deerwood also has many active Partners in Education who support our students, teachers, and community in a variety of ways. The school is a 5-star school for its high level of volunteerism and community involvement.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Serianni, Anthony	Principal
Daniello, Chistina	Other
LoTurco, Rebecca	School Counselor
Pagan, Mary	Instructional Coach
Djak, Nikki	Dean
Mills, Christine	Assistant Principal
Dean, Bill	Instructional Coach
Fox, Susan	Teacher, K-12
Lean, Lori	Teacher, K-12
Nicolas, Stephanie	Teacher, K-12
Boudreau, Jessica	Teacher, K-12

b. Duties

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

Principal and Assistant Principal - Monitor student progress on School Improvement Plan goals. Provide a common vision for the use of data-based decision making and ensure the school based team is implementing MTSS. Conduct assessment of MTSS skills of school staff, ensure implementation of intervention support and documentation, guarantee adequate professional development to support MTSS implementation and communication with parents regarding school-based MTSS plans and activities.

Coaches - (Instructional, Reading, Math, and Science) Develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches.

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.

Our MTSS team meets on the second Monday of each month. During these meetings, the focus is on identifying and meeting the needs of struggling learners through appropriate and structured interventions. The team reviews student performance data on assessments and identifies students who are meeting/exceeding benchmarks, or who are at moderate/high risk for not meeting benchmarks standards (Tier 1, 2 and 3). The team reviews progress monitoring and classroom level data to determine if the intensity and duration of the interventions in place need to change. They make recommendations to the regular education and support teachers that provide instruction to the student. In addition, the team has provided professional development and will continue ongoing

professional development to ensure teachers fully understand the MTSS process and the direct correlation to student achievement. Selected members of the MTSS team are a part of the SAC (School Advisory Council) where they help develop goals and monitor student progress relevant to the goals defined in the SIP.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Anthony Serianni	Principal
Maggie Bermudez	Education Support Employee
Bettina Reynolds	Teacher
Christine Mills	Teacher
Carol Loud	Education Support Employee
Cheryl Middleton	Parent
Jami Valentine	Parent
AdaCartegena	Parent
Nikki Djak	Teacher
Stephanie Nicolas	Teacher
Luis Torres	Parent
Maricela Abreau	Education Support Employee
Mary Pagan	Teacher
Kelly Yarborough	Parent
Tracy Harvill	Business/Community

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

In the September SAC meeting, we will meet to discuss the goals from last year's school improvement plan. Our first goal of the SIP was to increase the percentage of the top 25% of our students making learning gains to 75% and 95% for ELA and Math, respectively. In 2016-17, 100% of our top 25% made learning gains in ELA and 97% of our top 25% made learning gains in Math. Our second goal was to increase the percentage of the lowest 25% of our students making learning gains to 60% in both ELA and Math. In ELA, only 54% of our lowest 25% made learning gains while in Math, 68% of our lowest 25% made learning gains. Our third goal was to increase proficiency of all student subgroups with overall goals of 79% in ELA, 81% in Math, and 61% in Science. In 2016-17, 79% of our student scored a 3 or better in ELA, 84% in Math, and 68% in Science. Overall, our school at least partially met all of our goals.

b. Development of this school improvement plan

At our first SAC meeting in September of this school year, the SAC committee will review the 2017 FSA data. Based on that data, we developed our school improvement goals for the year.

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

The Budget Advisory team met with the principal as he prepared the school's budget for the 2017-2018 school year.

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

N/A

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
Serianni, Anthony	Principal
Pagan, Mary	Instructional Coach
Boudreau, Jessica	Teacher, K-12
Fox, Susan	Teacher, K-12
Lean, Lori	Teacher, K-12
Nicolas, Stephanie	Teacher, K-12

b. Duties

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

A major initiative will be the successful implementation of literacy strategies learned and designed as part of the District PLC. Another major initiative will be continued professional development on the Florida State Standards as a way to strengthen our core instruction. The school will also participate in Battle of the Books and promote reading Sunshine State and Florida Reading Association books by having a school incentive program. Student accomplishments in Accelerated Reader will also be celebrated with word club recognition, incentives, and other activities meant to promote literacy.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

The school encourages collaboration by its implementation of a PLC system. Teachers belong to at least two PLCs. The first PLCs are the grade level PLCs. These PLCs meet weekly to focus on planning and instruction. The PLCs build common assessments, work with instructional coaches to formulate targeted lesson and unit plans, and discuss intervention strategies for struggling students. The second group of PLCs are vertical PLCs, which include subject area PLCs. Reading, Math, Science, and Writing PLCs

meet monthly to deconstruct standards, align themselves vertically, and participate in professional development to be shared with grade level PLCs.

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

The school encourages staff members to network with colleagues to recruit highly qualified teachers. Deerwood also provides ongoing professional development and coaching opportunities at both the school and district level. In addition, we have a partnership with the University of Central Florida's Urban Minority program, where students intern and tutor at Deerwood. At the end of the school term, the teacher candidates are fully prepared to be effective teachers at the school, if a position is available. The people responsible are the principal, assistant principal, and instructional coaches.

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

We have one first year teacher. That teacher has been assigned an experienced grade level mentor with evidence of achieving high standards on the standardized and formative assessments. Mentor and mentee will work together during their grade level professional learning communities (PLCs) daily/weekly. Mentor/mentee checkpoint meetings will be used to discuss areas of need and progress in completion of teacher induction program components. Additionally, all "New to Deerwood" teachers were paired with a Deerwood veteran teacher to help them assimilate to the school, have a go-to person to ask questions of, and bring our veteran and newer teachers together with monthly mentor/mentee gatherings.

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.

Deerwood's faculty and staff implement OCPs approved resources and curriculum resource materials (CRMs). The CRMs are aligned to Florida State Standards. The school also utilizes an approved lesson plan template in coordination with the CRMs. School professional development is offered to school faculty and staff to encourage 21st century best practices in Math, ELA, and Science. Administration coordinates and monitors the use of appropriate instructional materials in the classroom.

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.

It is the school's expectation that teachers use progress monitoring through summative and formative assessments to establish a student's level of mastery. This is the basis for small group instruction, intervention groups, and push-in support. The intervention is conducted during a formal class period, for at least a half hour. Teachers also supplement with morning/after school tutoring. Finally, the push-in support is either instructional support teachers, para-professionals, or UCF tutors (Boots on the Ground). Utilizing the Best Practices for Inclusive Education (BPIE) enables the school to determine needs and identify strategies which then can be incorporated into Tier II and Tier III

interventions. Indicator 20 of the BPIE specifically focuses on multi-tiered system of student supports (MTSS).

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: Extended School Day

Minutes added to school year: 1,104

Level 1 and Level 2 reading and math students will be provided with before/after school tutoring. Morning/After school tutoring will take place 2 days a week in 60 minute sessions. The instruction will be based on student performance data from in-class assessments and iReady diagnostic tests.

Strategy Rationale

The students are given an opportunity to continue learning in a smaller environment with more one-on-one instruction. The use of computer programs helps to motivate learning with technology.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Dean, Bill, bill.dean@ocps.net

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

Teachers will use in-class assessments and iReady diagnostic tests to diagnose reading and math needs for every student involved in tutoring. The students will be progress monitored weekly using the in-class assessments and iReady. The progress monitoring data will be charted and reported to school administration. Progress monitoring data will be utilized to help teachers plan instruction.

Strategy: Before School Program

Minutes added to school year: 1,000

Math Club -- students use computer programs to earn points to qualify for prizes

Strategy Rationale

The club's friendly environment promotes math skill acquisition, especially basic math facts

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Pollard, Sara, sara.pollard@ocps.net

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

Data will be tabulated within the computer program Moby Max. Teachers will monitor student growth using formative and summative assessments.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Prekindergarten students are given the opportunity to visit kindergarten classrooms near the end of the school year. The prekindergarten teacher collaborates with kindergarten teachers to enhance instruction and ensure that the prekindergarten curriculum is aligned with and complements the kindergarten curriculum.

Fifth grade students will visit Liberty Middle School this year and are on a block schedule to prepare them for the transition to middle school.

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.

Deerwood participates in various programs to expose students to different careers and college choices. These programs include Teach-In and Partners in Education. Spirit Day, in which students and faculty are encouraged to wear college gear, is another means of exposing students to college and university options at our elementary school. Students are also exposed to college and career choices through the available fieldtrips taken at each grade level.

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

Deerwood offers a Science, Engineering, Communications, Mathematics Enhancement (SECME) club, which allows students the opportunity to work with industry professionals as they compete in

various STEM and career-oriented state-level competitions throughout the school year. Deerwood also has a STEAM club (Science, Technology, Engineering, Arts, and Math), which provides real-world learning experiences to students in these professional areas.

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

Deerwood partners with the UCF Biology department, allowing our students to research and understand the importance of mangroves and the role they play in Florida's ecology. UCF Biology students volunteer in the classroom to teach lessons related to environmental and ecological issues. Deerwood students grow mangrove seedlings on campus and transport these seedlings to natural habitats with the help of UCF students and school staff.

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.

P-Sell and STEM enrichment programs such as SECME and Mathletics help lay a solid foundation for future STEM challenges, such as 3 or more high school level science classes. Students who need assistance in increasing proficiency in reading and math are eligible for tutoring, which supports one of the indicators for the High School Feedback Report.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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" 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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase ELA and Mathematics learning gains for the lowest 25% of students. (Division Priority: Narrow the Achievement Gaps)

- G2.** Increase ELA, Mathematics, and Science proficiency of students who are English language learners. (Division Priority: Narrow the Achievement Gaps)

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. Increase ELA and Mathematics learning gains for the lowest 25% of students. (Division Priority: Narrow the Achievement Gaps) 1a

G095273

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	60.0
Math Lowest 25% Gains	75.0

Targeted Barriers to Achieving the Goal 3

- Lack of time to work with struggling students on an individual basis
- Teachers need support in emphasizing reading strategies across all content areas

Resources Available to Help Reduce or Eliminate the Barriers 2

- Experienced instructional coaches
- UCF college of education volunteers(Boots on the Ground)
- Professional development on data disaggregation and analysis
- Supplemental resources to help identify gaps in readiness(individual student data tracking sheets, data meetings)
- iReady/iStation
- Classroom walkthroughs and observations
- Weekly PLCs
- Weekly data meetings with Administration and Instructional Coach with individual teachers
- District PLCs
- Gifted/Talented Pull-out

Plan to Monitor Progress Toward G1. 8

Student progress monitoring data for reading and math from formative and summative assessments.

Person Responsible

Anthony Serianni

Schedule

Weekly, from 8/29/2016 to 5/31/2017

Evidence of Completion

Individual student data from weekly progress monitoring with individual teachers will be collected and analyzed to determine if progress is being made towards the goal.

G2. Increase ELA, Mathematics, and Science proficiency of students who are English language learners. (Division Priority: Narrow the Achievement Gaps) 1a

G095274

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement - ELL	50.0
FSA Math Achievement - ELL	55.0

Targeted Barriers to Achieving the Goal 3

- Lack of teacher understanding of how to implement ESOL strategies in the classroom.
- Lack of classroom time available to learn both English and grade-level standards

Resources Available to Help Reduce or Eliminate the Barriers 2

- Test item specifications
- Experienced instructional coaches
- Supplemental resources (iReady, iStation, Rosetta Stone)
- Professional development on new resources
- Ability based improvement block
- Professional development on lesson planning and assessment writing
- Classroom walkthroughs & observations
- Weekly PLCs
- Weekly individual teacher data meetings with Administration and Instructional Coach

Plan to Monitor Progress Toward G2. 8

Student progress data in both reading and math as well as student using data in both reading and math with a focus on individual student data analysis through the weekly individual teacher progress monitoring meetings.

Person Responsible

Anthony Serianni

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Individual student data from weekly progress monitoring meetings with individual teachers will be collected and analyzed in order to determine if progress is being made towards the goal.

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. Increase ELA and Mathematics learning gains for the lowest 25% of students. (Division Priority: Narrow the Achievement Gaps) **1**

 G095273

G1.B2 Lack of time to work with struggling students on an individual basis **2**

 B256454

G1.B2.S1 Instructional coaches pull out small groups during FBS/Enrichment times **4**

 S271222

Strategy Rationale

This strategy will help us decrease the student/teacher ratio during FBS time allowing for more individualized instruction.

Action Step 1 **5**

Identify students for pull-out

Person Responsible

Bill Dean

Schedule

On 8/18/2017

Evidence of Completion

Teachers will be provided with a list of students of target students for FBS pull-out

Action Step 2 **5**

Pull out a group of 8-12 students from each grade level, each day during FBS/Enrichment time to work on trailing standards and reading comprehension.

Person Responsible

Bill Dean

Schedule

Daily, from 8/21/2017 to 4/30/2018

Evidence of Completion

Students participating in this program will be progress monitored via iReady. Data for this group will be tracked to determine effectiveness of the program.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Student data will be reviewed on a monthly basis with classroom teachers and instructional coaches.

Person Responsible

Anthony Serianni

Schedule

Monthly, from 8/31/2017 to 5/31/2018

Evidence of Completion

Attendance logs for small groups will be kept; student performance data on iReady and common assessments will be tracked and used to determine effectiveness of the program.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Student data will be reviewed on a monthly basis with classroom teachers and instructional coaches.

Person Responsible

Anthony Serianni

Schedule

Monthly, from 8/31/2017 to 5/31/2018

Evidence of Completion

Student performance data on iReady and common assessments will be tracked and used to determine effectiveness of the program.

G1.B2.S2 Implement flex grouping during FBS/Enrichment time **4**

 S271223

Strategy Rationale

Flex grouping will allow us to distribute students based on needs and further decrease student/teacher ratios in classes that include the students who need the most support

Action Step 1 **5**

Administer common standards-based assessments at each grade level for math and ELA.

Person Responsible

Anthony Serianni

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Common assessment data will be catalogued in grade level data spreadsheet.

Action Step 2 **5**

Analyze common assessment data to determine student progress and intervention needs going forward.

Person Responsible

Anthony Serianni

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Grade level teams will complete a data notebook for each common assessment which will include a statistical analysis of the data and intervention plans based on the data.

Action Step 3 **5**

Create flexible groups based on student performance data and intervention needs. Design and implement interventions for each group.

Person Responsible

Anthony Serianni

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Improvement Block plans will be provided by teachers after each unit. These plans will include student groups based on need and a plan for interventions specific to that student group.

Plan to Monitor Fidelity of Implementation of G1.B2.S2 **6**

Grade level data notebooks will be presented in monthly data meetings.

Person Responsible

Anthony Serianni

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Data notebooks will be catalogued in Google Drive and data meeting notes will be recorded.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 **7**

Student subgroups and intervention groups will be progress-monitored to determine the effectiveness of the groupings and interventions.

Person Responsible

Anthony Serianni

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Data from iReady and common assessments will be collected and analyzed as it is available.

G1.B2.S3 Create a targeted tutoring group using data from the prior year assessment. 4

S271224

Strategy Rationale

This tutoring program will be designed to help fill in the gaps students may have in terms of literacy which in turn should make other instruction and interventions more effective.

Action Step 1 5

Identify students for and invite students to Mighty Eagles Tutoring

Person Responsible

Bill Dean

Schedule

On 9/1/2017

Evidence of Completion

Student list generated; invitations sent home; RSVP list created.

Action Step 2 5

Use assessment data and teacher input to design intervention groups tailored to the needs of the identified students.

Person Responsible

Bill Dean

Schedule

Monthly, from 9/1/2017 to 3/30/2018

Evidence of Completion

Data meeting notes with teachers should show this planning taking place; observation of tutoring sessions will show small groups with specific learning tasks designed for students.

Action Step 3 5

Coordinate tutoring sessions, identify tutors, track attendance, and monitor effectiveness of the tutoring

Person Responsible

Bill Dean

Schedule

Weekly, from 9/1/2017 to 3/30/2018

Evidence of Completion

Attendance logs; disaggregated data from common assessments and iReady includes tutoring groups.

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

Attendance will be tracked and reviewed monthly

Person Responsible

Anthony Serianni

Schedule

Monthly, from 9/29/2017 to 3/30/2018

Evidence of Completion

Attendance logs

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

Tutoring sessions will be observed to ensure fidelity of implementation

Person Responsible

Anthony Serianni

Schedule

Monthly, from 9/29/2017 to 3/30/2018

Evidence of Completion

Observations will indicate appropriate learning tasks, student grouping, and differentiation.

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7

Data from common assessments and iReady progress monitoring tools will be disaggregated to include a Mighty Eagles subgroup; data will be reviewed at monthly data meetings.

Person Responsible

Anthony Serianni

Schedule

Monthly, from 9/29/2017 to 3/30/2018

Evidence of Completion

Student data from common assessments and iReady progress monitoring tools

G1.B5 Teachers need support in emphasizing reading strategies across all content areas **2**

 B256457

G1.B5.S1 School will participate in the District PLC which will focus on literacy strategies that can be implemented in all content areas. **4**

 S271227

Strategy Rationale

This PLC will provide specialized training for teacher leaders and allow them to collaborate with peers from other schools.

Action Step 1 **5**

Identify teacher leaders for the District PLC.

Person Responsible

Anthony Serianni

Schedule

On 8/11/2017

Evidence of Completion

District PLC roster submitted to East Learning Community office

Action Step 2 **5**

Teacher leaders and principal attend trainings and collaborative sessions as part of the District PLC.

Person Responsible

Anthony Serianni

Schedule

Monthly, from 9/4/2017 to 4/30/2018

Evidence of Completion

Attendance logs for DPLC trainings

Action Step 3 5

Teacher leaders and school leadership team collaborate to develop and implement a professional development plan to share the District PLC content with the rest of the Deerwood faculty and staff.

Person Responsible

Anthony Serianni

Schedule

Quarterly, from 9/4/2017 to 4/30/2018

Evidence of Completion

Professional development attendance logs; lesson plans for professional development session

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Teacher observations will be conducted to determine the fidelity of implementation of new literacy strategies during instruction.

Person Responsible

Anthony Serianni

Schedule

Daily, from 10/1/2017 to 4/30/2018

Evidence of Completion

Observation data will be collected, specifically looking for elements that support the literacy strategies.

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Teacher observations will be conducted to determine the fidelity of implementation of new literacy strategies during instruction.

Person Responsible

Schedule

Daily, from 10/1/2017 to 4/30/2018

Evidence of Completion

Observation data will be collected, specifically looking for elements that support the literacy strategies.

G1.B5.S2 School leadership will work with teachers on the District PLC to create and model lessons for teachers to view and study. 4

 S271228

Strategy Rationale

This strategy will help our teachers see literacy strategies in action and within the context of a classroom.

Action Step 1 5

Attend DPLC with select group of teachers

Person Responsible

Anthony Serianni

Schedule

Monthly, from 8/31/2017 to 4/26/2018

Evidence of Completion

DPLC attendance logs

Action Step 2 5

DPLC members and school leadership team collaborate to plan model lessons.

Person Responsible

Mary Pagan

Schedule

Monthly, from 9/29/2017 to 4/30/2018

Evidence of Completion

Lesson plans will be created and uploaded on Google Drive

Action Step 3 5

DPLC members will model literacy strategies for other teachers

Person Responsible

Mary Pagan

Schedule

Monthly, from 9/30/2017 to 4/30/2018

Evidence of Completion

Teacher reflection logs on observations

Plan to Monitor Fidelity of Implementation of G1.B5.S2 6

DPLC members will be required to teach one model lesson a month; lesson plans will be collected prior to professional development.

Person Responsible

Anthony Serianni

Schedule

Monthly, from 9/30/2017 to 4/30/2018

Evidence of Completion

Lesson plans, participation logs

Plan to Monitor Effectiveness of Implementation of G1.B5.S2 7

Teacher observations will be conducted to see if new strategies are being implemented in the classroom.

Person Responsible

Anthony Serianni

Schedule

Daily, from 10/1/2017 to 4/30/2018

Evidence of Completion

Observation data, particularly on elements that support literacy strategies.

G2. Increase ELA, Mathematics, and Science proficiency of students who are English language learners. (Division Priority: Narrow the Achievement Gaps) **1**

 G095274

G2.B1 Lack of teacher understanding of how to implement ESOL strategies in the classroom. **2**

 B256458

G2.B1.S1 Design and implement professional development sessions that review ESOL strategies with staff and help teachers develop ways to implement them in the classroom. **4**

 S271229

Strategy Rationale

All teachers are ESOL endorsed but many have not utilized what they learned effectively. This type of professional development will help activate their prior knowledge and put this knowledge into their current context.

Action Step 1 **5**

Take inventory of teacher needs via survey.

Person Responsible

Mary Pagan

Schedule

On 9/2/2016

Evidence of Completion

Survey results

Action Step 2 **5**

Develop and implement professional development sessions that focus on the strategies of need indicated on the surveys.

Person Responsible

Mary Pagan

Schedule

Quarterly, from 9/4/2017 to 5/31/2018

Evidence of Completion

Sign-in sheets from professional development sessions

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Teacher observations will be conducted to determine the implementation of ESOL strategies.

Person Responsible

Anthony Serianni

Schedule

Daily, from 8/29/2016 to 5/31/2017

Evidence of Completion

Observation data, specifically looking at elements that support the ESOL strategies.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Data for students who are English language learners will be collected and analyzed to determine if the implementation of the strategies was effective.

Person Responsible

Anthony Serianni

Schedule

Monthly, from 8/29/2016 to 5/31/2017

Evidence of Completion

Data spreadsheets, data meeting notes.

G2.B1.S2 School leadership team and LLT members will design and model lessons using the ESOL strategies from school professional development. 4

 S271230

Strategy Rationale

This will allow teachers to see the ESOL strategies in context.

Action Step 1 5

Leadership team and LLT collaborate to develop lessons that utilize ESOL strategies learned during school-wide professional development.

Person Responsible

Christine Mills

Schedule

On 9/29/2017

Evidence of Completion

Lesson plans will be uploaded to Google Drive

Action Step 2 5

LLT members will model the lessons for faculty members

Person Responsible

Christine Mills

Schedule

Weekly, from 10/2/2017 to 12/15/2017

Evidence of Completion

Teacher reflection logs from observations

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Lesson plans and observation reflections will be catalogued

Person Responsible

Christine Mills

Schedule

Weekly, from 10/2/2017 to 12/15/2017

Evidence of Completion

Lesson plans and observation reflections

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Teacher observations will take place to determine if ESOL strategies are being implemented in the classroom.

Person Responsible

Christine Mills

Schedule

Daily, from 11/2/2017 to 4/30/2018

Evidence of Completion

Teacher observation data, particularly elements that support ESOL strategies.

G2.B3 Lack of classroom time available to learn both English and grade-level standards **2**

 B256460

G2.B3.S1 Create time outside of the normal school day to help students increase their fluency of the English language. **4**

 S271231

Strategy Rationale

By providing students with time outside of the normal school day to learn English, we will help them become fluent more quickly.

Action Step 1 **5**

Identify students who would benefit from additional English language instruction outside of the normal school day.

Person Responsible

Mary Pagan

Schedule

On 9/1/2017

Evidence of Completion

List of students with this need with be provided to Mr. Serianni

Action Step 2 **5**

Create opportunities after school and on Saturdays to receive English language instruction.

Person Responsible

Mary Pagan

Schedule

Weekly, from 9/18/2017 to 5/4/2018

Evidence of Completion

Attendance logs will be compiled to ensure that the students who need this service are in attendance.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Program teachers will be observed for fidelity of instruction.

Person Responsible

Anthony Serianni

Schedule

Weekly, from 9/18/2017 to 5/4/2018

Evidence of Completion

Walk-through logs will be kept to track instructional practices.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Data will be tracked for students who are English language learners to determine the effectiveness of the program.

Person Responsible

Anthony Serianni

Schedule

Monthly, from 9/29/2017 to 5/31/2018

Evidence of Completion

Common assessment and iReady data will be used to track student progress.

G2.B3.S2 Create "lunch bunch" groups with ELL students and ESOL endorsed staff members to help increase opportunities to practice language acquisition. 4

S271232

Strategy Rationale

Providing time during lunch will offset the barrier of interfering with instructional time and making small groups of ELL students will allow these students to practice speaking and listening goals in a friendly, welcoming environment.

Action Step 1 5

Identify students in need of additional English language practice

Person Responsible

Rebecca LoTurco

Schedule

On 9/8/2017

Evidence of Completion

A list of students will be created

Action Step 2 5

Meet with students weekly to help students learn vocabulary and practice oral fluency.

Person Responsible

Rebecca LoTurco

Schedule

Weekly, from 9/11/2017 to 5/31/2018

Evidence of Completion

Student attendance logs

Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

Attendance logs for the group will be collected and audited regularly

Person Responsible

Christine Mills

Schedule

Monthly, from 9/11/2017 to 5/31/2018

Evidence of Completion

Attendance logs

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7

Student performance on iReady will increase in the area of vocabulary.

Person Responsible

Christine Mills

Schedule

Monthly, from 9/11/2017 to 4/30/2018

Evidence of Completion

Student growth monitoring reports

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G2.B1.S1.A1  A363548	Take inventory of teacher needs via survey.	Pagan, Mary	8/29/2016	Survey results	9/2/2016 one-time
G1.MA1  M388593	Student progress monitoring data for reading and math from formative and summative assessments.	Serianni, Anthony	8/29/2016	Individual student data from weekly progress monitoring with individual teachers will be collected and analyzed to determine if progress is being made towards the goal.	5/31/2017 weekly
G2.MA1  M388608	Student progress data in both reading and math as well as student using data in both reading and...	Serianni, Anthony	8/15/2016	Individual student data from weekly progress monitoring meetings with individual teachers will be collected and analyzed in order to determine if progress is being made towards the goal.	5/31/2017 weekly
G2.B1.S1.MA1  M388594	Data for students who are English language learners will be collected and analyzed to determine if...	Serianni, Anthony	8/29/2016	Data spreadsheets, data meeting notes.	5/31/2017 monthly
G2.B1.S1.MA1  M388595	Teacher observations will be conducted to determine the implementation of ESOL strategies.	Serianni, Anthony	8/29/2016	Observation data, specifically looking at elements that support the ESOL strategies.	5/31/2017 daily
G1.B5.S1.A1  A363542	Identify teacher leaders for the District PLC.	Serianni, Anthony	8/7/2017	District PLC roster submitted to East Learning Community office	8/11/2017 one-time
G1.B2.S1.A1  A363530	Identify students for pull-out	Dean, Bill	8/7/2017	Teachers will be provided with a list of students of target students for FBS pull-out	8/18/2017 one-time
G2.B3.S1.A1  A363552	Identify students who would benefit from additional English language instruction outside of the...	Pagan, Mary	8/28/2017	List of students with this need with be provided to Mr. Serianni	9/1/2017 one-time
G1.B2.S3.A1  A363535	Identify students for and invite students to Mighty Eagles Tutoring	Dean, Bill	9/1/2017	Student list generated; invitations sent home; RSVP list created.	9/1/2017 one-time
G2.B3.S2.A1  A363554	Identify students in need of additional English language practice	LoTurco, Rebecca	9/4/2017	A list of students will be created	9/8/2017 one-time
G2.B1.S2.A1  A363550	Leadership team and LLT collaborate to develop lessons that utilize ESOL strategies learned during...	Mills, Christine	9/25/2017	Lesson plans will be uploaded to Google Drive	9/29/2017 one-time
G2.B1.S2.MA1  M388597	Lesson plans and observation reflections will be catalogued	Mills, Christine	10/2/2017	Lesson plans and observation reflections	12/15/2017 weekly
G2.B1.S2.A2  A363551	LLT members will model the lessons for faculty members	Mills, Christine	10/2/2017	Teacher reflection logs from observations	12/15/2017 weekly
G1.B2.S3.MA1  M388582	Data from common assessments and iReady progress monitoring tools will be disaggregated to include...	Serianni, Anthony	9/29/2017	Student data from common assessments and iReady progress monitoring tools	3/30/2018 monthly
G1.B2.S3.MA1  M388583	Attendance will be tracked and reviewed monthly	Serianni, Anthony	9/29/2017	Attendance logs	3/30/2018 monthly
G1.B2.S3.MA3  M388584	Tutoring sessions will be observed to ensure fidelity of implementation	Serianni, Anthony	9/29/2017	Observations will indicate appropriate learning tasks, student grouping, and differentiation.	3/30/2018 monthly
G1.B2.S3.A2  A363536	Use assessment data and teacher input to design intervention groups tailored to the needs of the...	Dean, Bill	9/1/2017	Data meeting notes with teachers should show this planning taking place; observation of tutoring sessions will show small groups with specific learning tasks designed for students.	3/30/2018 monthly

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Deerwood Elementary

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S3.A3 A363537	Coordinate tutoring sessions, identify tutors, track attendance, and monitor effectiveness of the...	Dean, Bill	9/1/2017	Attendance logs; disaggregated data from common assessments and iReady includes tutoring groups.	3/30/2018 weekly
G1.B5.S2.A1 A363545	Attend DPLC with select group of teachers	Serianni, Anthony	8/31/2017	DPLC attendance logs	4/26/2018 monthly
G1.B2.S1.A2 A363531	Pull out a group of 8-12 students from each grade level, each day during FBS/ Enrichment time to...	Dean, Bill	8/21/2017	Students participating in this program will be progress monitored via iReady. Data for this group will be tracked to determine effectiveness of the program.	4/30/2018 daily
G1.B5.S1.MA1 M388589	Teacher observations will be conducted to determine the fidelity of implementation of new literacy...		10/1/2017	Observation data will be collected, specifically looking for elements that support the literacy strategies.	4/30/2018 daily
G1.B5.S1.MA1 M388590	Teacher observations will be conducted to determine the fidelity of implementation of new literacy...	Serianni, Anthony	10/1/2017	Observation data will be collected, specifically looking for elements that support the literacy strategies.	4/30/2018 daily
G1.B5.S1.A2 A363543	Teacher leaders and principal attend trainings and collaborative sessions as part of the District...	Serianni, Anthony	9/4/2017	Attendance logs for DPLC trainings	4/30/2018 monthly
G1.B5.S1.A3 A363544	Teacher leaders and school leadership team collaborate to develop and implement a professional...	Serianni, Anthony	9/4/2017	Professional development attendance logs; lesson plans for professional development session	4/30/2018 quarterly
G1.B5.S2.MA1 M388591	Teacher observations will be conducted to see if new strategies are being implemented in the...	Serianni, Anthony	10/1/2017	Observation data, particularly on elements that support literacy strategies.	4/30/2018 daily
G1.B5.S2.MA1 M388592	DPLC members will be required to teach one model lesson a month; lesson plans will be collected...	Serianni, Anthony	9/30/2017	Lesson plans, participation logs	4/30/2018 monthly
G1.B5.S2.A2 A363546	DPLC members and school leadership team collaborate to plan model lessons.	Pagan, Mary	9/29/2017	Lesson plans will be created and uploaded on Google Drive	4/30/2018 monthly
G1.B5.S2.A3 A363547	DPLC members will model literacy strategies for other teachers	Pagan, Mary	9/30/2017	Teacher reflection logs on observations	4/30/2018 monthly
G2.B1.S2.MA1 M388596	Teacher observations will take place to determine if ESOL strategies are being implemented in the...	Mills, Christine	11/2/2017	Teacher observation data, particularly elements that support ESOL strategies.	4/30/2018 daily
G2.B3.S2.MA1 M388600	Student performance on iReady will increase in the area of vocabulary.	Mills, Christine	9/11/2017	Student growth monitoring reports	4/30/2018 monthly
G2.B3.S1.MA1 M388599	Program teachers will be observed for fidelity of instruction.	Serianni, Anthony	9/18/2017	Walk-through logs will be kept to track instructional practices.	5/4/2018 weekly
G2.B3.S1.A2 A363553	Create opportunities after school and on Saturdays to receive English language instruction.	Pagan, Mary	9/18/2017	Attendance logs will be compiled to ensure that the students who need this service are in attendance.	5/4/2018 weekly
G1.B2.S1.MA1 M388578	Student data will be reviewed on a monthly basis with classroom teachers and instructional coaches.	Serianni, Anthony	8/31/2017	Student performance data on iReady and common assessments will be tracked and used to determine effectiveness of the program.	5/31/2018 monthly
G1.B2.S1.MA1 M388579	Student data will be reviewed on a monthly basis with classroom teachers and instructional coaches.	Serianni, Anthony	8/31/2017	Attendance logs for small groups will be kept; student performance data on iReady and common assessments will be tracked and used to determine effectiveness of the program.	5/31/2018 monthly
G2.B1.S1.A2 A363549	Develop and implement professional development sessions that focus on the strategies of need...	Pagan, Mary	9/4/2017	Sign-in sheets from professional development sessions	5/31/2018 quarterly
G2.B3.S1.MA1 M388598	Data will be tracked for students who are English language learners to determine the effectiveness...	Serianni, Anthony	9/29/2017	Common assessment and iReady data will be used to track student progress.	5/31/2018 monthly

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Deerwood Elementary

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S2.MA1 M388580	Student subgroups and intervention groups will be progress-monitored to determine the effectiveness...	Serianni, Anthony	9/1/2017	Data from iReady and common assessments will be collected and analyzed as it is available.	5/31/2018 monthly
G1.B2.S2.MA1 M388581	Grade level data notebooks will be presented in monthly data meetings.	Serianni, Anthony	9/1/2017	Data notebooks will be catalogued in Google Drive and data meeting notes will be recorded.	5/31/2018 monthly
G1.B2.S2.A1 A363532	Administer common standards-based assessments at each grade level for math and ELA.	Serianni, Anthony	9/1/2017	Common assessment data will be catalogued in grade level data spreadsheet.	5/31/2018 monthly
G1.B2.S2.A2 A363533	Analyze common assessment data to determine student progress and intervention needs going forward.	Serianni, Anthony	9/1/2017	Grade level teams will complete a data notebook for each common assessment which will include a statistical analysis of the data and intervention plans based on the data.	5/31/2018 monthly
G1.B2.S2.A3 A363534	Create flexible groups based on student performance data and intervention needs. Design and...	Serianni, Anthony	9/1/2017	Improvement Block plans will be provided by teachers after each unit. These plans will include student groups based on need and a plan for interventions specific to that student group.	5/31/2018 monthly
G2.B3.S2.MA1 M388601	Attendance logs for the group will be collected and audited regularly	Mills, Christine	9/11/2017	Attendance logs	5/31/2018 monthly
G2.B3.S2.A2 A363555	Meet with students weekly to help students learn vocabulary and practice oral fluency.	LoTurco, Rebecca	9/11/2017	Student attendance logs	5/31/2018 weekly

V. Professional Development Opportunities

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

G1. Increase ELA and Mathematics learning gains for the lowest 25% of students. (Division Priority: Narrow the Achievement Gaps)

G1.B5 Teachers need support in emphasizing reading strategies across all content areas

G1.B5.S1 School will participate in the District PLC which will focus on literacy strategies that can be implemented in all content areas.

PD Opportunity 1

Teacher leaders and principal attend trainings and collaborative sessions as part of the District PLC.

Facilitator

Tony Serianni (facilitator)

Participants

Teacher leaders at Deerwood and other elementary schools

Schedule

Monthly, from 9/4/2017 to 4/30/2018

PD Opportunity 2

Teacher leaders and school leadership team collaborate to develop and implement a professional development plan to share the District PLC content with the rest of the Deerwood faculty and staff.

Facilitator

Tony Serianni and Deerwood LLT

Participants

Deerwood faculty

Schedule

Quarterly, from 9/4/2017 to 4/30/2018

G1.B5.S2 School leadership will work with teachers on the District PLC to create and model lessons for teachers to view and study.

PD Opportunity 1

Attend DPLC with select group of teachers

Facilitator

Tony Serianni (facilitator)

Participants

School LLT

Schedule

Monthly, from 8/31/2017 to 4/26/2018

PD Opportunity 2

DPLC members will model literacy strategies for other teachers

Facilitator

Tony Serianni (facilitator)

Participants

Faculty members

Schedule

Monthly, from 9/30/2017 to 4/30/2018

G2. Increase ELA, Mathematics, and Science proficiency of students who are English language learners.
(Division Priority: Narrow the Achievement Gaps)

G2.B1 Lack of teacher understanding of how to implement ESOL strategies in the classroom.

G2.B1.S1 Design and implement professional development sessions that review ESOL strategies with staff and help teachers develop ways to implement them in the classroom.

PD Opportunity 1

Develop and implement professional development sessions that focus on the strategies of need indicated on the surveys.

Facilitator

Mary Pagan

Participants

Deerwood faculty

Schedule

Quarterly, from 9/4/2017 to 5/31/2018

G2.B1.S2 School leadership team and LLT members will design and model lessons using the ESOL strategies from school professional development.

PD Opportunity 1

LLT members will model the lessons for faculty members

Facilitator

Christine Mills

Participants

Faculty Members

Schedule

Weekly, from 10/2/2017 to 12/15/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B2.S1.A1	Identify students for pull-out				\$0.00
2	G1.B2.S1.A2	Pull out a group of 8-12 students from each grade level, each day during FBS/ Enrichment time to work on trailing standards and reading comprehension.				\$0.00
3	G1.B2.S2.A1	Administer common standards-based assessments at each grade level for math and ELA.				\$0.00
4	G1.B2.S2.A2	Analyze common assessment data to determine student progress and intervention needs going forward.				\$0.00
5	G1.B2.S2.A3	Create flexible groups based on student performance data and intervention needs. Design and implement interventions for each group.				\$0.00
6	G1.B2.S3.A1	Identify students for and invite students to Mighty Eagles Tutoring				\$0.00
7	G1.B2.S3.A2	Use assessment data and teacher input to design intervention groups tailored to the needs of the identified students.				\$0.00
8	G1.B2.S3.A3	Coordinate tutoring sessions, identify tutors, track attendance, and monitor effectiveness of the tutoring				\$6,600.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		100-Salaries	1601 - Deerwood Elementary	General Fund		\$6,600.00
			<i>Notes: Pay for tutors</i>			
9	G1.B5.S1.A1	Identify teacher leaders for the District PLC.				\$0.00
10	G1.B5.S1.A2	Teacher leaders and principal attend trainings and collaborative sessions as part of the District PLC.				\$0.00
11	G1.B5.S1.A3	Teacher leaders and school leadership team collaborate to develop and implement a professional development plan to share the District PLC content with the rest of the Deerwood faculty and staff.				\$0.00
12	G1.B5.S2.A1	Attend DPLC with select group of teachers				\$0.00
13	G1.B5.S2.A2	DPLC members and school leadership team collaborate to plan model lessons.				\$0.00
14	G1.B5.S2.A3	DPLC members will model literacy strategies for other teachers				\$0.00
15	G2.B1.S1.A1	Take inventory of teacher needs via survey.				\$0.00
16	G2.B1.S1.A2	Develop and implement professional development sessions that focus on the strategies of need indicated on the surveys.				\$0.00
17	G2.B1.S2.A1	Leadership team and LLT collaborate to develop lessons that utilize ESOL strategies learned during school-wide professional development.				\$0.00
18	G2.B1.S2.A2	LLT members will model the lessons for faculty members				\$0.00

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19	G2.B3.S1.A1	Identify students who would benefit from additional English language instruction outside of the normal school day.				\$0.00
20	G2.B3.S1.A2	Create opportunities after school and on Saturdays to receive English language instruction.				\$1,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		100-Salaries	1601 - Deerwood Elementary	General Fund		\$1,200.00
			<i>Notes: Salary for ELL tutors</i>			
21	G2.B3.S2.A1	Identify students in need of additional English language practice				\$0.00
22	G2.B3.S2.A2	Meet with students weekly to help students learn vocabulary and practice oral fluency.				\$0.00
					Total:	\$7,800.00