School District of Osceola County, FL

Deerwood Elementary School

2017-18 Schoolwide Improvement Plan

Deerwood Elementary School

3701 MARIGOLD AVE, Kissimmee, FL 34758

www.osceolaschools.net

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	89%

School Grades History

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

Informational Baseline School Grade

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

School Board Approval

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

SIP Authority and Template

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

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in 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 School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Challenging all individuals to reach their full potential.

b. Provide the school's vision statement.

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

2. School Environment

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

Here at Deerwood, we will continue to build a positive relationship between teachers, students, and parents. Teachers are strongly encouraged to call parents to celebrate positive behavior and/or academic success. Furthermore, teachers are encouraged to write positive referrals weekly. When a student receives a positive referral, they are called to the office by the administration. Administration then speaks with the student about their success and contacts the student's parent or guardian. To celebrate the diverse cultures represented here at Deerwood, we will have various celebrations of culture throughout this year. For example, we will hold a Multi-Cultural Festival in September. This festival focuses on the beauty of our different cultures. In December, we have our Holidays Around the World Festival. At the end of the year, we celebrate with Spring Fling, a festival with a variety of foods and dances from different cultures.

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

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

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

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

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

In the 2017-2018, Deerwood implemented PBIS, Postive Behavioral Interventions and Support. Students and staff are aware of the three school-wide expectations for Deerwood. They are Be Safe, Be Kind, and Be Responsible. Teachers use minor infraction forms prior to Office Discipline Referrals. When students are pro-active in demonstrating our core principles, they will be rewarded with Challe-Dillo dollars. The dollars can be cashed in on Fridays for a spin on the Deerwood Disc. Prizes include an out of uniform pass, front of the lunch line pass, and the opportunity to have lunch outside and extra recess. Students can also save their dollars for bigger prizes, including pizza parties, fidget spinners, or squishy balls.
At the beginning of the year, all staff members trained on the PBIS system, including the bus drivers and lunch monitors. Students and staff developed what being safe, kind, and responsible looks like in the classroom, lunchroom, hallways, and going home. It is Deerwood's goal to tie every behavioral conversation with students to the school 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.

At Deerwood, we provide individual and group counseling and mentoring sessions to targeted groups to help them be successful. Furthermore, our guidance counselor, school psychologists, and social worker help support all of our learners to ensure that the social-emotional needs of the students are met. The administrative team is also available to all students to help support their social-emotional needs. Deerwood also has a plan to build in a peer mentoring program. Exceptional fifth grade students can be paired with students in younger grades that are having struggles. There is also an adult mentoring program. When it is brought to the attention of leadership team that a student has a need, we will work to provide that student with an adult mentor on campus to assist with behaviors. It is very informal, but the mentor will check in on the student daily initially, and then wean to a couple of days per week. The goal is to ensure that the students with needs have an advocate in the school that they connect with.

3. Early Warning Systems
The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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.

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	19	16	17	27	21	24	0	0	0	0	0	0	0	124
One or more suspensions	1	5	5	10	8	25	0	0	0	0	0	0	0	54
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	6	20	25	0	0	0	0	0	0	0	51

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	1	1	5	13	20	0	0	0	0	0	0	0	40

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

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

B. Family and Community Engagement

The school's response to this section may 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?
Yes

1. PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/465756.

2. Description
A PIP has been uploaded for this school or district - see the link above.

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

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

Additionally, our business partner coordinator works with local businesses on a regular basis to make sure they are aware of things happening at the school and ways to get involved. A business partner is present at every SAC meeting, and they are invited to set up booths at all of our events. Often times, business partners will provide turkeys for the Turkey Trot or adopt a student or family for the Angel Tree.

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
Hayes, Jason	Principal
Johnston, Kim	Other
Hare, Erika	Instructional Coach
Williams, Erin	Assistant Principal
Freeman, Jessica	Instructional Coach

b. Duties

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

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

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

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

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

Title I, Part C-Migrant

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

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

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

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

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

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

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

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

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Jason Hayes	Principal
Rena Ramdeen	Parent
Stacey Gabriel	Teacher
Greg Moore	Business/Community
Nathalie Martinez	Education Support Employee
Stephanie Owens	Parent
Shafina Baksh	Parent
Daia Figueroa	Parent
	Student

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, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

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

b. Development of this school improvement plan

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

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

The administrative team is available to review the budget with SAC members and would welcome suggestions regarding how to proceed with next year's planning.

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

None provided.

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

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

3. Literacy Leadership Team (LLT)

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

Name	Title
Hayes, Jason	Principal
Williams, Erin	Assistant Principal
Johnston, Kim	Instructional Coach
Hare, Erika	Instructional Coach

b. Duties

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

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

D. Public and Collaborative Teaching

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

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

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

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

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

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

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

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

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

b. Instructional Strategies

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

The entire school is assessed at the beginning of they year in reading and math to obtain baseline data using i-Ready. From baseline data and teacher input, students are grouped in sections of need. Depending on how much support a student may need is how differentiation is developed for each classroom. Students who fall under Tier 3 intervention in reading may need a more comprehensive intervention which is provided by a certified teacher while support staff monitors the other children and provide Tier 1 and 2 support as needed. Students are reassessed monthly or bi-weekly depending on the type of support they are receiving.

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

Strategy: After School Program
Minutes added to school year: 23,760

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

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

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

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

Strategy: Before School Program

Minutes added to school year: 600

iReady Guided Practice

Strategy Rationale

Students will be given 60 minutes per week that they can come into the school and work on iReady to work toward gains in Math.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Johnston, Kim, johnstk@osceola.k12.fl.us

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

iReady MOY and EOY Data will be collected and reviewed to ensure that the strategy was successful.

Strategy: Extended School Day

Minutes added to school year: 1,600

Battle of the Books

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

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

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

Strategy: Extended School Day

Minutes added to school year: 60

Writes of Spring Writing Contest

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

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

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

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, §
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.

During the month of May, students and families are invited to attend our annual Kindergarten Registration Round-Up which provides all incoming kindergartners with an opportunity to meet our staff, tour our school, and to attend a presentation which outlines the curriculum expectations and daily schedule, along with addressing any questions.

b. College and Career Readiness

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

Faculty is encouraged to display and share information of the colleges they attended. The Osceola County and Deerwood are currently working on developing ways to establish partnerships with local colleges and universities. We will hold career day events, as well as, have representatives from local colleges speak with our students. Deerwood is an AVID school, and by the end of October, eleven staff members will have attended training on AVID strategies. Deerwood's school focus this year is Organization, but all of the upper grade levels are incorporating all strategies of WICOR.

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

NA

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

NA

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

NA

II. Needs Assessment

The school's completion of this 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"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If frequently utlizing collaboration, support, and feedback, all staff will understand, plan, and implement SBI, then all students achievement will increase.

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. If frequently utlizing collaboration, support, and feedback, all staff will understand, plan, and implement SBI, then all students achievement will increase. `1a`

🔍 G095414

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	49.0
FSA Mathematics Achievement	51.0
ELA/Reading Lowest 25% Gains	50.0
FSA ELA Achievement - SWD	31.0
FSA ELA Achievement - ELL	26.0
Math Lowest 25% Gains	43.0
Math Gains	54.0
FSA Math Achievement - SWD	11.0
FSA Math Achievement - ELL	32.0
Statewide Science Assessment Achievement	51.0

Targeted Barriers to Achieving the Goal `3`

- ESE and ELL students are two or more grade levels below in ELA and Math.

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

- PLC teams will use the template that breaks down the structure of determining essential standards, developing smart goals, and creating a timeline to assist teachers with lesson planning and common assessments.

- Vertical planning across grade levels.

Plan to Monitor Progress Toward G1. `8`

Proficiency scales, observations, and walkthroughs with feedback

Person Responsible
Jason Hayes

Schedule
Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion
Notes, observations, and feedback provided to the staff.

Plan to Monitor Progress Toward G1. 8

Teachers will have one PD day per quarter. Following the PD, teachers will have time to apply the practice.

Person Responsible

Jason Hayes

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Unit planning time with proficiency scales and common formative assessments that are aligned to the standards.

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. If frequently utlizing collaboration, support, and feedback, all staff will understand, plan, and implement SBI, then all students achievement will increase. 1

🔍 G095414

G1.B1 ESE and ELL students are two or more grade levels below in ELA and Math. 2

🔍 B256875

G1.B1.S3 Develop and communicate applications for SBI implementation. 4

🔍 S271737

Strategy Rationale

Clarity precedes competence. When teachers understand exactly what they are expected to do to implement SBI, they will be able to effectively execute.

Action Step 1 5

All teachers will implement Standards Based Instruction.

Person Responsible

Jason Hayes

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Faculty will meet in collaborative teams every Wednesday to create and tweak proficiency scales, common formative assessments, and activities.

Action Step 2 5

Using the standards and planning as a team.

Person Responsible

Jason Hayes

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Faculty will develop units during collaborative teaming every Wednesday; however, informal collaboration and team planning will occur daily among teams.

Action Step 3 5

Attend PLC Conference and bring back additional information for the staff that was not able to attend.

Person Responsible

Jason Hayes

Schedule

On 8/1/2018

Evidence of Completion

Sharing of best practices through collaborative teaming throughout the year.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Teachers will meet weekly for collaborative teaming.

Person Responsible

Erin Williams

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Meeting agendas and notes

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Teachers will develop common assessments and learning targets.

Person Responsible

Erin Williams

Schedule

Weekly, from 8/10/2017 to 8/10/2017

Evidence of Completion

Common assessments, proficiency scales, and learning targets

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 `7`

Data chats

Person Responsible

Erika Hare

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Monthly meetings to discuss trends in data

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					
G1.B1.S3.MA2 🔍 M389773	Teachers will develop common assessments and learning targets.	Williams, Erin	8/10/2017	Common assessments, proficiency scales, and learning targets	8/10/2017 weekly
G1.MA1 🔍 M389780	Proficiency scales, observations, and walkthroughs with feedback	Hayes, Jason	8/10/2017	Notes, observations, and feedback provided to the staff.	5/24/2018 weekly
G1.MA2 🔍 M389781	Teachers will have one PD day per quarter. Following the PD, teachers will have time to apply the...	Hayes, Jason	8/10/2017	Unit planning time with proficiency scales and common formative assessments that are aligned to the standards.	5/24/2018 quarterly
G1.B1.S3.MA1 🔍 M389771	Data chats	Hare, Erika	8/10/2017	Monthly meetings to discuss trends in data	5/24/2018 monthly
G1.B1.S3.MA1 🔍 M389772	Teachers will meet weekly for collaborative teaming.	Williams, Erin	8/10/2017	Meeting agendas and notes	5/24/2018 weekly
G1.B1.S3.A1 🔍 A364336	All teachers will implement Standards Based Instruction.	Hayes, Jason	8/10/2017	Faculty will meet in collaborative teams every Wednesday to create and tweak proficiency scales, common formative assessments, and activities.	5/24/2018 weekly
G1.B1.S3.A2 🔍 A364337	Using the standards and planning as a team.	Hayes, Jason	8/10/2017	Faculty will develop units during collaborative teaming every Wednesday; however, informal collaboration and team planning will occur daily among teams.	5/24/2018 weekly
G1.B1.S3.A3 🔍 A364338	Attend PLC Conference and bring back additional information for the staff that was not able to...	Hayes, Jason	8/10/2017	Sharing of best practices through collaborative teaming throughout the year.	8/1/2018 one-time

V. Professional Development Opportunities

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

G1. If frequently utlizing collaboration, support, and feedback, all staff will understand, plan, and implement SBI, then all students achievement will increase.

G1.B1 ESE and ELL students are two or more grade levels below in ELA and Math.

G1.B1.S3 Develop and communicate applications for SBI implementation.

PD Opportunity 1

Attend PLC Conference and bring back additional information for the staff that was not able to attend.

Facilitator

Solution Tree

Participants

All Deerwood Staff

Schedule

On 8/1/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S3.A1	All teachers will implement Standards Based Instruction.	$0.00
2	G1.B1.S3.A2	Using the standards and planning as a team.	$0.00
3	G1.B1.S3.A3	Attend PLC Conference and bring back additional information for the staff that was not able to attend.	$0.00
		Total:	**$0.00**