

Leon County Schools

Deerlake Middle School



2017-18 Schoolwide Improvement Plan

Deerlake Middle School

9902 DEER LK W, Tallahassee, FL 32312

<https://www.leonschools.net/deerlake>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</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;">14%</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;">30%</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 Leon 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 Deerlake Middle School

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Together with community stakeholders, parents/ guardians and the PTO, we at Deerlake Middle School are focused on preparing students for college and careers. We aim to Inspire and empower students to excel both academically and socially, while preparing them to be productive citizens and future leaders. Deerlake strives to provide a nurturing and safe environment that fosters rigorous academic, S.T.E.A.M infused and technological curriculum to prepare students to become lifelong learners.

b. Provide the school's vision statement.

We the Deerlake faculty and community, believe in academic excellence and that all students can be successful. In order to achieve our mission, we will:

- Provide all students an academically challenging environment appropriate for their individual needs, including offering a wide variety of curricular choices to allow students to explore their skills and interests.
- Provide an environment with high expectations including fair and consistent discipline.
- Prepare students for a world of changing technologies and teach them to incorporate those technologies in their everyday lives.
- Provide a secure and supportive environment where respect for individual differences and for the rights of others both at school and in our community.
- Support our faculty in their professional development to ensure that curriculum and teaching methodologies meet the changing demands of today's students.
- Ensure that faculty, staff, parents, students and community members are all stakeholders who work together to meet the students' needs through open and timely communication.
- Value diversity as a strength of our school.

2. School Environment

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

Identify and engage school community stakeholders (i.e. parents, students, administrators, teachers, counselors, etc.) in assessing the current state of the cultural awareness and student-teacher relationships. Identify on campus "relationship experts" to implement evidence based strategies to develop cultural awareness, improve student-teacher relations and close existing social justice and equity gaps. Additionally, our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2210, as applicable to appropriate grade levels, including, but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans
- Civic Education (All American Heroes Rally)

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

Deerlake will involve all staff including non-instructional staff members (office staff, bus drivers, cafeteria personnel, and after-school personnel) in the process of modeling teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors. Students will also receive training and information related to handling bullying or harassment of any sort inside and outside the classroom. Deerlake's counselors have an open door policy and provide guidance to ensure student safety to individuals, small groups and large groups.

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.

Deerlake teachers and staff are trained in classroom management strategies including PBS and CHAMPS. Differentiation of instruction is employed to meet the needs of all students. School wide rules and consequences are provided to all stakeholders and made available at any time during the school year. Teachers and staff will also make references to behavioral expectations when providing students with positive feedback. A school-wide recognition system of awards are in place.

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 ensure the social-emotional needs of all students, Deerlake has an operational school based team that meets weekly to discuss students with barriers to academic and social success. Additionally, instruction and various campus activities that address social and emotional needs of students is provided. Students of concern are provided with mentors when available. Deerlake has a full time DISC counselor on campus who provides on campus services to students in need. In addition, students and parents are connected with agencies who have Cooperative Agreements or are on our school campus (CCYS, Turn About, etc.).

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.

Deerlake utilizes the Early Warning System, data from Educators Handbook and Genesis to identify students who are at risk. Attendance, behavioral and/ or academic data is analyzed to provide prescriptive individualized solutions as needed.

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	0	0	0	0	0	0	11	42	66	0	0	0	0	119
One or more suspensions	0	0	0	0	0	0	1	13	7	0	0	0	0	21
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	18	24	15	0	0	0	0	57

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

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

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

Deerlake utilizes all available resources to provide intervention support for students identified by the early warning system and identified by faculty/ staff. Interventions include analyzing student data in aggregates and in whole, tailoring student schedules and courses to meet individual needs and providing individual counseling as needed. Students scoring a level 1 on statewide assessments are scheduled in intensive classes for reading or math instruction. Students who scored a 1 or 2 are scheduled in core classes with the regular designation. Students with an IEP who score a level 1 or 2 are scheduled in learning strategies to receive intensive instruction in math and READING. Students who exhibit attendance issues are on placed on Attendance Contracts. Deerlake administrators, teachers and staff continuously analyze data to identify at-risk students, providing tiered levels of intervention.

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

Deerlake provides many opportunities for student, parent and community involvement in an effort to build positive relationships with all stakeholders. This includes outreach events such as Taste of the Lakes, science night, Becoming a Buck- curriculum open house and a variety of athletic events hosted at the Deer. Deerlake has a presence on a variety of social media outlets that includes Facebook and Instagram. Weekly emails are sent to all parents who subscribe to the DMS listserv and flyers are sent home for all major school events and happenings. The PTO has a strong presence on campus and actively seeks parent volunteers to assist in supporting the school's mission and vision.

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.

DMS administrators work in collaboration with the PTO Boosters and volunteers to provide enriching educational opportunities and resources for students. Together, DMS administrators and the PTO create a campaign that aligns with the schools mission and vision. The PTO seeks volunteers and Partnerships to carry out the mission/vision. Together resources are secured to enhance the DMS student experience, this includes and is not limited to mobile carts with tablets, a new computer lab and eye wear for solar eclipse 2017 viewing.

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
Crowe, Scotty	Principal
Blair, Marla	Teacher, K-12
Whiddon, Sherry	Teacher, K-12
Johnson, Linda	Teacher, K-12
Cramer, Patricia	Teacher, K-12
Schroepfer, Cathy	Teacher, K-12
Cartwright, Vince	Teacher, K-12
Burkey, Chris	Dean
Parramore, Jackie	School Counselor
Rodgers, Eden	School Counselor
Kelley, Rima	Teacher, K-12
Lawson, Julie	Assistant Principal

b. Duties

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

The team meets at a minimum of once a month to share in decision making. The DMS leadership team is composed of administrators, counselors, department chairs and grade level chairs. Instructional decisions are made utilizing data points collected from multiple data sources and in following the schools mission and vision.

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.

Principal or Assistant Principal: Provides an outlook of the “big picture” of Deerlake Middle School, assuring that the MTSS/RTI process is implemented with fidelity while upholding the vision of the school, ensures adequate professional development for faculty and staff, and communicates with parents.

Guidance Counselor: Leads the team when the student is not ESE, communicates with academic teachers to collect student data, contacts school social workers as needed, provides links to child services and community agencies for school and families to support the student’s academic, behavioral, and social success.

Select Core Academic Teachers: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teacher: Leads the team when dealing with ESE students.

Participates in student data collection, integrates core instructional activities into Tier 3 instruction, and collaborates with general education teacher to ensure accommodations are being met to assist in student achievement.

School Psychologist: Participates in collection, interpretation and analysis of data; develops intervention plans; provides support for documentation of the fidelity of interventions; provides professional development for faculty; assessment and evaluation of students, and conferencing with parents to disseminate data and information.

Speech Language Pathologist: Assist in the selection of screening measures and helps identify systemic patterns of student need with respect to language skills.

District Exceptional Student Education Personnel: Provides expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child serving and community agencies to our school and families to support the student's academic, behavioral, and social success.

Federal, state, and local funds, services, and programs will be coordinated and integrated to achieve our school's mission: Educating Students to effectively respond to the challenges and demands of life. Our school and district funds will also support the goals of the School Improvement Plan and meet the individual needs of all our students. We will provide an instructional program to assist all students with the development of skills and the knowledge needed to meet the challenging state academic standards and assessments. In addition, funds will be used to provide professional development for teachers and staff. As educators, we understand the valuable asset of collaboration and cooperation within our building.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Chris Burkey	Teacher
O'Connor, Carol	Education Support Employee
Chaback, Chris	Business/Community
Tricia Rich	Parent
Betsy Penn	Teacher
Som Chatterjee	Parent
Terry McCaffrey	Business/Community
Stephen Williams	Teacher
Gretchen Sunderman	Parent
Scotty Crowe	Principal

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

SAC is provided with a copy of last year's SIP to review and analyze the data based on the schools mission and vision, annual initiatives, school grade and allocated funds. SAC uses that information to

help address the schools mission, vision and annual initiatives for the school year; provides feedback and recommends changes as necessary .

b. Development of this school improvement plan

SAC will assist with the development of this plan taking into consideration the annual initiatives and relevant data that supports the initiatives. The plan will address funding, training, instructional materials, technology, staffing, student support services, and SAC will also approve all school improvement funds and expenditures. The approval of the SIP from SAC will be granted before being submitted to the district.

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

The SAC will ensure that School Improvement funds are used for the purpose of enhancing school performance through the development and implementation of the school improvement plan. The budget will be used in accordance with Florida Statute 24.121(5)(c).

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
Lawson, Julie	Assistant Principal
Whiddon, Sherry	Teacher, K-12
Williams, Stephen	
Culpepper, Angie	Teacher, K-12
Dilmore, Robyn	Teacher, K-12
Minert, Karen	Teacher, K-12
Parramore, Jackie	Teacher, K-12
Rodgers, Eden	Teacher, K-12
Crowe, Scotty	Teacher, K-12

b. Duties

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

The major initiative of the LLT this year is to create intensive programs and prescriptive learning plans for all students in the lowest 25% (B25 group) in reading. The goal is that students in the lowest 25% (FSA scores) will show academic growth as measured by the FSA. The LLT will work with all teachers to promote and support reading strategies in all content areas. By increasing the complexity

of text and questioning techniques in content area reading, all subjects will assist Deerlake in achieving our Reading Goals. The LLT will meet monthly to review the progress monitoring data of the B25 students, providing interventions and support as needed.

The second major initiative of the LLT will focus on text dependent questioning. The Florida State Standards expect students to use evidence from texts to present careful analyses, well-defended claims, and clear information. The LLT will focus on a central tool to help students develop these skills by incorporating text-dependent questions in all subjects: questions that can only be answered by referring back to the text.

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 master schedule allows for grade level lunches. Teachers use this time to collaborate and participate in collegial conversations with peers. Monthly grade level and team meetings are held that allow for collaborative planning and lesson sharing to occur.

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

1. Teaming new teachers with veteran teachers (in house mentoring program)
2. Providing and receiving feedback with new teachers
3. Creating an environment that is teacher friendly, allowing teachers to hone their craft and be experts in the classroom
4. Providing professional learning opportunities
5. Family atmosphere

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

Deerlake follows the district guidelines and all beginning teachers participate in beginning teacher programs.

The DMS in house mentoring program matches veteran teachers with new to DMS teachers. Mentors meet with the new teachers weekly to provide curriculum and technology support as well as immersing them into the Deerlake way. Mentors are chosen based on subject and grade level; pairing like teachers. Activities include planning meetings, providing opportunities to observe teachers and off campus social activities.

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.

Deerlake Middle School uses the instructional programs and materials that are adopted and supported by the District. Our school creates ongoing opportunities for teachers to unpack the Florida Standards , to plan and discuss curriculum that aligns to the standards. These professional learning

opportunities and conversations promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum and the 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.

At Deerlake we utilize a balanced literary approach that includes whole group, small group, and one-on-one instruction based on student needs. We have tiered instructional levels to appropriately place students- Gifted/ talented, advanced, regular and intensive. Students scoring in the bottom 25% in reading and math are placed in regular level classes and students who score a level one are placed in regular level classes as well as an intensive reading/ math class or learning strategies class. All instruction in the intensive classes is prescriptive and based on individual student needs. Students are provided instruction aligned with state standards for their grade level. For students in the B25 Progress monitoring data is collected and analyzed monthly to review data and make recommendations. Students in the B25 also have a Buck Buddy (a teacher/ staff member) who provides mentoring support with an emphasis on academic growth.

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: Before School Program

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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, 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.

All members of the staff participate in collaboration that meets both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performances.

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.

Several initiatives and programs have been established to foster a college-going culture and support and assist administrators, teachers, students, and families as they work toward achieving college readiness for all students.

In addition, students use the HMH Collections curriculum to increase rigor in English Language Arts class.

Embedded in the 8th grade history course Deerlake Middle School students are provided with the opportunity to do the following:

- identify career planning
- plan high school courses
- begin a post secondary plan
- create a personalized career list

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

As Deerlake Middle School embraces Florida Standards, teachers continue to examine the relationship between their subject(s) and potential career options for students. College and career readiness standards will be provided through the Florida Standards initiatives addressing reading, writing, speaking/listening, and language skills which will be beneficial to future careers.

Students have the opportunity to take a STEM course as an elective in 6th, 7th and 8th grade.

Students have the opportunity to take a elective course that focuses on programming and logic, gaming, multimedia and web design essentials where they have the ability to earn certificates for digital tools.

All students in pre-algebra are enrolled in a full year CTE class where they have the ability to earn a CAPE/ CTE certificate.

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

Deerlake has a comprehensive CTE plan. Students can earn digital tool certificates as well as CTE certificates. Digital tools have been embedded in core curriculum this includes 6th grade world history, 6th grade gifted math and science, the beginning video elective, STEM as well as math research. Stand alone CTE classes are required for all students enrolled in pre-algebra.

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.

Deerlake has embedded CTE classes in core courses and elective courses and offers stand alone classes.

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

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** The percent of the lowest 25% in math making learning gains will increase by 10% on the 2017-2018 math FSA.
- G2.** The percent of the lowest 25% in ELA making learning gains will increase by 10% on the 2017-2018 ELA FSA.
- G3.** 75% of students enrolled in a CIW .1 weighted CTE class will earn a CAPE funded certification.

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. The percent of the lowest 25% in math making learning gains will increase by 10% on the 2017-2018 math FSA. 1a

G096116

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	

Targeted Barriers to Achieving the Goal 3

- parental involvement
- motivation
- lack of self confidence

Resources Available to Help Reduce or Eliminate the Barriers 2

- SM5
- State/ district adopted math curriculum

Plan to Monitor Progress Toward G1. 8

Math progress monitoring data and SM5 reports

Person Responsible

Chris Burkey

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Students progress towards grade level mastery of state benchmarks.

G2. The percent of the lowest 25% in ELA making learning gains will increase by 10% on the 2017-2018 ELA FSA. 1a

G096117

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	

Targeted Barriers to Achieving the Goal 3

- Parental support

Resources Available to Help Reduce or Eliminate the Barriers 2

- Achieve 3000
- HMH Collections
- Progress monitoring data
- B25 group
- B25 Adopt a Buck mentoring program

Plan to Monitor Progress Toward G2. 8

Achieve 3000 and HMH progress monitoring data

Person Responsible

Sherry Whiddon

Schedule

Every 3 Weeks, from 8/14/2017 to 5/31/2018

Evidence of Completion

assessment data

G3. 75% of students enrolled in a CIW .1 weighted CTE class will earn a CAPE funded certification. 1a

G096118

Targets Supported 1b

Indicator	Annual Target
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CTE Industry Certification Exam Participation

Targeted Barriers to Achieving the Goal 3

- Technology background

Resources Available to Help Reduce or Eliminate the Barriers 2

- CIW

Plan to Monitor Progress Toward G3. 8

CIW progress monitoring

Person Responsible

Julie Lawson

Schedule

Monthly, from 9/14/2016 to 5/31/2017

Evidence of Completion

CIW reports

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. The percent of the lowest 25% in math making learning gains will increase by 10% on the 2017-2018 math FSA. **1**

 G096116

G1.B1 parental involvement **2**

 B258743

G1.B1.S1 Increase communication with parents **4**

 S273965

Strategy Rationale

Keeping parents in the know on how students are doing. Being transparent about grades, progress monitoring data, etc.

Action Step 1 **5**

Technical Assistance

Person Responsible

Julie Lawson

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Parent/ teacher communication logs Emails Parent conferences

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

B25 Monthly meetings

Person Responsible

Sherry Whiddon

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Communication outcomes

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Monitoring parental response

Person Responsible

Sherry Whiddon

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

G2. The percent of the lowest 25% in ELA making learning gains will increase by 10% on the 2017-2018 ELA FSA. 1

G096117

G2.B1 Parental support 2

B258746

G2.B1.S1 Increase parent communication 4

S273966

Strategy Rationale

Keeping parents in the know on how students are doing. Being transparent about grades, progress monitoring data, etc.

Action Step 1 5

DMS will seek to increase communication with parents.

Person Responsible

Julie Lawson

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

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

B25 Monthly meetings

Person Responsible

Sherry Whiddon

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

G3. 75% of students enrolled in a CIW .1 weighted CTE class will earn a CAPE funded certification. 1

 G096118

G3.B1 Technology background 2

 B258749

G3.B1.S1 Educating parents and students on the importance of having college and career readiness technical skills 4

 S273967

Strategy Rationale

Students need to be prepared for the rigor of high school and have viable skill sets for the 21st century job market

Action Step 1 5

Effective communication with parents and students

Person Responsible

Julie Lawson

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Completion and pass rates of certifications

Person Responsible

Julie Lawson

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Analyzing completion and pass rates

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Completion and pass rates of certifications

Person Responsible

Julie Lawson

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

CIW 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					
G2.B1.S1.MA1 M394891	[no content entered]		No Start Date		No End Date one-time
G3.MA1 M394896	CIW progress monitoring	Lawson, Julie	9/14/2016	CIW reports	5/31/2017 monthly
G1.MA1 M394890	Math progress monitoring data and SM5 reports	Burkey, Chris	8/14/2017	Students progress towards grade level mastery of state benchmarks.	5/31/2018 monthly
G2.MA1 M394893	Achieve 3000 and HMH progress monitoring data	Whiddon, Sherry	8/14/2017	assessment data	5/31/2018 every-3-weeks
G1.B1.S1.MA1 M394888	Monitoring parental response	Whiddon, Sherry	8/14/2017		6/1/2018 monthly
G1.B1.S1.MA1 M394889	B25 Monthly meetings	Whiddon, Sherry	8/14/2017	Communication outcomes	6/1/2018 monthly
G1.B1.S1.A1 A367802	Technical Assistance	Lawson, Julie	8/14/2017	Parent/ teacher communication logs Emails Parent conferences	6/1/2018 monthly
G2.B1.S1.MA1 M394892	B25 Monthly meetings	Whiddon, Sherry	8/14/2017		6/1/2018 monthly
G2.B1.S1.A1 A367803	DMS will seek to increase communication with parents.	Lawson, Julie	8/14/2017		6/1/2018 monthly
G3.B1.S1.MA1 M394894	Completion and pass rates of certifications	Lawson, Julie	8/14/2017	CIW data	6/1/2018 daily
G3.B1.S1.MA1 M394895	Completion and pass rates of certifications	Lawson, Julie	8/14/2017	Analyzing completion and pass rates	6/1/2018 daily
G3.B1.S1.A1 A367804	Effective communication with parents and students	Lawson, Julie	8/14/2017		6/1/2018 quarterly

V. Professional Development Opportunities

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

G1. The percent of the lowest 25% in math making learning gains will increase by 10% on the 2017-2018 math FSA.

G1.B1 parental involvement

G1.B1.S1 Increase communication with parents

PD Opportunity 1

Technical Assistance

Facilitator

Sherry Whiddon

Participants

B25 Teachers- Whiddon, Minert, Solz, Faison, Dilmore, Culpepper, Williams, Administration

Schedule

Monthly, from 8/14/2017 to 6/1/2018

G2. The percent of the lowest 25% in ELA making learning gains will increase by 10% on the 2017-2018 ELA FSA.

G2.B1 Parental support

G2.B1.S1 Increase parent communication

PD Opportunity 1

DMS will seek to increase communication with parents.

Facilitator

Sherry Whiddon

Participants

B25 Teachers- Whiddon, Minert, Solz, Faison, Dilmore, Culpepper, Williams, Administration

Schedule

Monthly, from 8/14/2017 to 6/1/2018

G3. 75% of students enrolled in a CIW .1 weighted CTE class will earn a CAPE funded certification.

G3.B1 Technology background

G3.B1.S1 Educating parents and students on the importance of having college and career readiness technical skills

PD Opportunity 1

Effective communication with parents and students

Facilitator

Julie Lawson/ Travis Lightfoot/ Shelly Bell

Participants

All students and parents

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

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.S1.A1	Technical Assistance	\$0.00
2	G2.B1.S1.A1	DMS will seek to increase communication with parents.	\$0.00
3	G3.B1.S1.A1	Effective communication with parents and students	\$0.00
Total:			\$0.00