School District of Osceola County, FL

Deerwood Elementary School

2018-19 Schoolwide Improvement Plan

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Deerwood Elementary School

3701 MARIGOLD AVE, Kissimmee, FL 34758

www.osceolaschools.net

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

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

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	D	C	C	D*

School Board Approval

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

SIP Authority

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.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

Challenging all individuals to reach their full potential.

Provide the school's vision statement.

To provide a collaborative community that cultivates and empowers future leaders to meet the needs of ALL students.

School Leadership Team

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

Name	Title
Confesor, Audie	Principal
Freeman, Jessica	Instructional Coach
Centeno, Jacqueline	Assistant Principal
Rodriguez, Noricely	Instructional Coach
Medrano, Tamara	Instructional Coach
Brohawn, Allison	School Counselor

Duties

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

The leadership team has been strategically assembled with the shared vision of becoming the most improved school in Osceola County. The team has been meeting since June, 2018 and have been working diligently to use data to drive our decisions. All decisions that are made are with the students at the center. Once the school year begins, we will be meeting every Monday at 9:00 AM. One Monday a month, beginning in September, will be dedicated to the stocktake model in which we will be looking at our areas of improvement and being honest with our progress. Every Monday we are committed to walking through classrooms to look for trends in instruction that can either hinder or assist our progress. Immediate feedback will be provided either individually or school-wide. This school year, we will be focusing on five areas of improvement. Each member of the leadership team is held accountable to monitor their specific improvement goal. These goals are are:

1. Ensure high levels of learning in ELA
2. Ensure high levels of learning in Mathematics
3. Strengthen Collaborative Professional Learning Communities that monitor student progress
4. Learning Gains for ALL
5. Community Engagement

Members and duties of the Leadership Team for 2018-2019 are:

Principal: Responsible for the overall development and implementation of the School Improvement

Plan. Is accountable for the safety of our students and with the overall performance of the school.

Assistant Principal: Provide the support to the Principal to ensure the improvement goals of the School Improvement Plan are being executed with fidelity. They are accountable for developing monthly stocktake agendas and working with members of the Leadership team to ensure the data is being collected and monitored beforehand.

MTSS Coach: Is accountable for the school improvement goal of learning gains for all. They are held accountable for the implementation and monitoring of intervention groups, including academic and behavioral supports. She is accountable to ensure that the Professional Learning Communities are in place and will be working with the teachers to not only use data to drive their instruction, but to monitor the data to ensure each individual student is provided with the support that is necessary to close the gap they need to show mastery of standards. They are responsible to provide the professional development for resources that are needed for our professional support (LLI, Teacher Toolbox from iReady, Corrective Reading, Ten Marks, etc.) during our Enrichment Academy (iii Interventions)

Literacy Coach: Is accountable for the school improvement goal of ensuring high levels of learning in English Language Arts. They are to assist the MTSS Coach to identify and monitor the learning gains for our Lowest 35% students. They will be providing the support to the teachers that need assistance with the implementation of balanced literacy and ELA shifts in the classrooms. They will be attending any professional development opportunities provided by our District and help our teachers put what is learned into practice.

Math and Science Coach: Is held accountable for the school improvement goal of ensuring high levels of learning in Mathematics. They are to assist the MTSS Coach to identify and monitor the learning gains for our Lowest 35% students. They will be providing the support to the teachers that need assistance with the implementation of math shifts in the classroom. They will be attending any professional development opportunities provided by our District and help our teachers put what is learned into practice.

Guidance Counselor: Is held accountable to assist our MTSS Coach by monitoring our gifted population of students. They are also held accountable in meeting with Tier 2/3 academic or behavioral students to check up on their progress. They are also accountable for assisting teachers with Tier 2/3 behavior interventions.

All members of the leadership team are expected to voice their approval or concerns when decisions based on data are made, however, the final decision is made by the Principal. All lead team members are expected to serve as a resource to our teachers and are expected to help our teachers perfect their instruction. They are expected to be in the classrooms to monitor that professional development is going into practice and that student learning is at its optimum potential.

Early Warning Systems

Year 2017-18

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	26	17	12	24	18	21	0	0	0	0	0	0	0	118
One or more suspensions	2	3	4	24	16	5	0	0	0	0	0	0	0	54
Course failure in ELA or Math	10	1	17	2	13	0	0	0	0	0	0	0	0	43
Level 1 on statewide assessment	0	0	0	33	38	30	0	0	0	0	0	0	0	101

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	8	7	6	15	14	6	0	0	0	0	0	0	0	56

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected
Thursday 7/12/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Science. Yes this is a trend. Previous years show that there has been a constant increase of students performing at Level 1 and Level 2 on the Science FSA. Although there has been a slight increase in students achieving at Level 3 from 2015 to 2018 (38%, to 43%, to 49%), science still has the highest performance at Level 1 and 2. Last school year, 2018, we took a 22% decline in science score across 5th grade (52% 2017 to 30% in 2018).

Which data component showed the greatest decline from prior year?

Science is the data component that showed the greatest decline from the prior year, with a 22% drop in school achievement. In 2018 the school achievement percentage was 30%, in comparison to the 2017 school achievement percentage, which was at 52%. This decline is directly correlated to the decline in reading achievement, which also dropped at a school percentage of 12%.

The achievement percentage in reading has a solid alignment with science scores. In 2018, the school science achievement was at 30% with the reading achievement scoring 36%. In 2017, the school science achievement was at 52% with the reading achievement scoring 48%.

Which data component had the biggest gap when compared to the state average?

According to data, Math had the biggest gap compared to the state average. In 2017, the Math Achievement school average was 41% and the state was 62%. In 2018, the Math Achievement school average was 35% and the state was 62%.

Which data component showed the most improvement? Is this a trend?

Attendance showed the most improvement in the previous school year. Most grades decreased in the number of students who had below 90% daily attendance; the grades with the most improvement were second, third, and fifth grade. This was not a trend in previous years.

Describe the actions or changes that led to the improvement in this area.

We had consistency in sending out the five day letters and contacting parents via telephone. Communication between staff in charge of attendance became crucial and yielded positive results.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	36%	51%	56%	47%	52%	52%
ELA Learning Gains	41%	54%	55%	57%	55%	52%
ELA Lowest 25th Percentile	33%	46%	48%	47%	50%	46%
Math Achievement	35%	54%	62%	50%	53%	58%
Math Learning Gains	44%	56%	59%	60%	56%	58%
Math Lowest 25th Percentile	27%	42%	47%	48%	49%	46%
Science Achievement	30%	51%	55%	45%	54%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	26 (19)	17 (16)	12 (17)	24 (27)	18 (21)	21 (24)	118 (124)
One or more suspensions	2 (1)	3 (5)	4 (5)	24 (10)	16 (8)	5 (25)	54 (54)
Course failure in ELA or Math	10 (0)	1 (0)	17 (0)	2 (0)	13 (0)	0 (0)	43 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	33 (6)	38 (20)	30 (25)	101 (51)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	30%	51%	-21%	57%	-27%
	2017	41%	53%	-12%	58%	-17%
Same Grade Comparison	-11%					
Cohort Comparison						
04	2018	38%	48%	-10%	56%	-18%
	2017	40%	50%	-10%	56%	-16%
Same Grade Comparison	-2%					
Cohort Comparison	-3%					
05	2018	32%	50%	-18%	55%	-23%
	2017	49%	48%	1%	53%	-4%
Same Grade Comparison	-17%					
Cohort Comparison	-8%					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	21%	51%	-30%	62%	-41%
	2017	35%	56%	-21%	62%	-27%
Same Grade Comparison		-14%				
Cohort Comparison						
04	2018	43%	53%	-10%	62%	-19%
	2017	37%	55%	-18%	64%	-27%
Same Grade Comparison		6%				
Cohort Comparison		8%				
05	2018	33%	52%	-19%	61%	-28%
	2017	48%	49%	-1%	57%	-9%
Same Grade Comparison		-15%				
Cohort Comparison		-4%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	24%	49%	-25%	55%	-31%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	23	31	20	20	27	23					
ELL	21	38	37	27	35	20	8				
BLK	33	38		32	44	30					
HSP	35	42	32	33	42	29	27				
WHT	46	29		46	45		45				
FRL	33	41	31	33	46	27	27				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	17	50		4	36						
ELL	27	45	50	25	48	39	36				
BLK	57	51	36	52	51	27	60				
HSP	44	54	52	37	52	46	50				
WHT	56	36		41	29						
FRL	45	48	43	38	48	32	51				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Learning Gains and Proficiency ELA, Math and Science
Rationale	Learning gains are a crucial component that comprise the overall school grade. According to the 2017 and 2018 comparison data, the learning gains percentage dropped in both ELA and Math, which contributed to the overall school letter grade drop from a C (2017) to a D (2018). An additional reference factor is the 22% decline in science achievement. In ELA, the learning gain achievement percentage dropped 9%, from 50% (2017) to 41% (2018). In addition, the ELA lowest 25th percentile achievement percentage dropped 12%, from 45% (2017) to 33% (2018). This contributed to an overall ELA school achievement drop of 12%, 48% in 2017 and 36% in 2018. In Math, the learning gains percentage dropped 5%, from 49% (2017) to 44% (2018). In addition, the Math lowest 25th percentile achievement percentage dropped 11% from 38% (2017) to 27% (2018). This contributed to an overall Math school achievement drop of 6%, 41% in 2017 and 35% in 2018.
Intended Outcome	Learning gains are a high-priority area of need that hold a direct connection to student achievement and the overall school academic grade. All means all, meaning that every student should be provided the opportunity to make at least one year of academic growth. With a developed and specific focus on learning gains, students will receive core instruction and targeted interventions that will meet their individual needs. This will provide the opportunity for an intended outcome of increased learning gains within ELA, Math, and Science . ELA and Math Learning gains will increase at least 25%
Point Person	Noricely Rodriguez (noricely.rodriguez@osceolaschools.net)

Action Step	
Description	1. Teachers will be strategically placed into their teaching assignment for the 2017-2018 school year. Factors such as area of certification, past years iReady scores, past years FSA data, student proficiency data, classroom structure, experience in the grade level...will all be considered prior to placement. 2. Tier 1 Core Instruction will be strengthened by the provision of ongoing professional development provided by the District throughout the entirety of the school year. The content specific coaches and MTSS coach will provide ongoing professional development throughout the entirety of the school year to all grades K-5. Grade level teams will meet at least three times a year for "Operation Collaboration" with the coaches to work together in preparing scales, learning targets, tasks aligned to the target and the full depth of the standard, formative assessments, and elements of the Marzano Teaching Map. 3. Students will be provided with targeted interventions that meet the needs of all students. Specific intervention programs (LLI, Corrective Reading, Enrichment, Guided Reading, LAFS, etc) will be determined based off of data coming from the iReady Diagnostic assessments, FSA scores, formative assessments, running records, benchmark assessments, ESE / ELL placement, and individual teacher data. 4. The school as a whole will strive to develop and maintain a positive parent-student-teacher culture. Teachers will call the parent/guardian of each of their students to introduce themselves. Teachers will communicate with parents regularly and will hold parent/teacher conferences. 5. The leadership team will monitor subsets of lowest quartile data while in communication

with the teachers to track student progress. The literacy coach will monitor the 4th grade good cause students using an excel sheet that tracks absences, tardies, standard mastery within units, diagnostic assessment scores, CWT observations of what these students are doing / learning and how they are engaged during the time of the observation. This data sheet displays all of 4th grade Deerwood enrolled students and includes demographic information such as ESE, ELL, DEUSS, DOB, and 2017-2018 FSA Achievement Level. There is also a section for the teacher to communicate with the literacy coach and vice versa.

8. Coaching that supports teacher needs and an increase in student achievement. Coaches will lead the "Operation Collaboration" meetings mentioned above. Additionally the coaches will provide professional development sessions to teachers as they request it and as the need arises. The leadership team will determine areas of need through observation and data. Development sessions are data driven based off of data collected through LSI PLC Planing Days, Coaching for Implementation and Rigor Walks and District Learning Cycle Visits.

Person Responsible	Noricely Rodriguez (noricely.rodriguez@osceolaschools.net)

Plan to Monitor Effectiveness

Description	1. Classroom observations will occur daily with effective feedback provided to the school as a whole and individual teachers. 2. Monitor data through formative, summative, and diagnostic assessments. Diagnostic assessments will be given three times a year (beginning, middle, and end) to determine the students performance level using iReady. Formative and summative assessments will occur within the clasroom. Data will be communicated by the teachers during PLC and MTSS meetings. District formative assessments will be given every four and a half weeks in all accountability areas. 3. The leadership team will conduct classroom walkthroughs and observations. The data collected through these sessions will monitor that teachers are placing PD to practice. 4. MTSS meetings will be held monthly to analyze data and the effectiveness of programs / intervention placement. 5. Data compiled of attendance at school events and the School Culture survey will provide data on teacher-parent-student relationships and community building. 6. Stocktake meetings will be held monthly to report progress to the Principal that each member of the leadership team is monitoring their specific subgroups of students. MTSS Coach - Lowest Quartile Reading and Math Reading Coach - Ensure high levels of learning in ELA & All Good Cause 4th grade from 2017-2018 Math Coach - Ensure high levels of learning in Math Guidance Counselor - Gifted Achievement RCS - ESE ECS - ELL 7. Principals will update Assistant Superintendents of Curriculum during their monthly check-ins. 8. Principal will share and update the Chief of Staff and Assistant Superintendents once a quarter on progress the Area of Focus through the School Stocktake Model.

Person Responsible	Jacqueline Centeno (jacqueline.centeno@osceolaschools.net)

Activity #2	
Title	Community Engagement
Rationale	Community engagement has a strong impact on the overall school culture which directly affects student success. It is essential that we increase community engagement so that our students become future productive citizens of society. Attendance at school events and communication between parents and teachers needs to significantly increase. Additionally, there were only an average of 5 parents attending SAC meetings on a biweekly basis. During the 2017-2018 school year less than 1/3 of parents completed the School Climate and Culture Parent Survey. The data displays a disconnect between the description of student learning. When asked to choose four student daily tasks out of 14 choices: 50% of 124 parents chose completing worksheets, 48% chose listening to teachers, 24% chose completing challenging work and only 8% chose completing brief/long projects. This same survey data yielded results that display only 35% of 124 parents described their interactions with the staff as helpful.
Intended Outcome	Increased community engagement will have a direct correlation to the increase of student learning and academic proficiency in multiple areas including volunteering at the school, attending SAC meetings and Title 1 events.
Point Person	Allison Brohawn (allison.brohawn@osceolaschools.net)

Action Step	
Description	1. The leadership team will collaborate with the Parent Liaison to plan and advertise community events to parents. Advertisement of school events in multiple avenues (i.e. bulletins to go home, website advertisement, updated marquee). 2. Increased monitoring of teacher Title I compact and parent communication logs. 3. Data collection of SAC meeting participants, including preferred time and day of week for parents. 4. Teachers will provide evidence of student learning at parent conferences with specific strategies parents can implement at home with their child. 5. Teachers will sign in at all school events in which they participate. 6. Teachers and parents will communicate with Parent Liaison to assist families with providing resources to educate our parents.
Person Responsible	Allison Brohawn (allison.brohawn@osceolaschools.net)

Plan to Monitor Effectiveness	
Description	1. Review minutes from leadership meetings held with parent liaison for productive planning and follow-up. Discussion of attendance data will provide feedback regarding the correlation of advertising to attendnace. 2. Administration can check all Title I and parent communication logs halfway through the year (January) and provide feedback for final submission at the end of the year. 3. SAC meeting data can be submitted to Leadership Team after meetings for review. 4. Classroom observations with effective feedback. 5. Collect teacher sign in sheets from school events. 6. Monthly stocktake meetings.
Person Responsible	Jacqueline Centeno (jacqueline.centeno@osceolaschools.net)

Activity #3	
Title	Ensure high levels of learning for all students in literacy
Rationale	Based on the 2017 and 2018 comparison data, FSA ELA proficiency dropped from 48% to 36%. There is a concern with core instruction in Tier 1. Furthermore, the learning gains percentage dropped in both ELA and Math, which contributed to the overall school letter grade drop from a C (2017) to a D (2018).
Intended Outcome	Proficiency in ELA will increase by at least 20%.
Point Person	Jessica Freeman (jessica.freeman@osceolaschools.net)

Action Step

Description

1.Teacher teams will meet each month during early release and on two individual planning periods a month, for the purpose of assessing, analyzing, reflecting and revising plans on course progression of individual student's needs as a Collaborative team.

2.Professional development will be conducted throughout the year to build shared knowledge of highly effective ELA instruction. Tier 1 Core Instruction will be strengthened by the provision of ongoing professional development provided by the District throughout the entirety of the school year. The reading coach will provide ongoing professional development throughout the entirety of the school year to all grades K-5. Grade level teams will meet at least three times a year for "Operation Collaboration" with the math and reading coach to work together in preparing scales, learning targets, tasks aligned to the target and the full depth of the standard, formative assessments, and elements of the Marzano Teaching Map.

3.The reading coach will provide professional development sessions to teachers as they request it and as the need arises. The leadership team will determine areas of need through observation and data. Development sessions are data driven based off of data collected through Leadership Walks, Stocktake Meetings, LSI PLC Planing Days, Coaching for Implementation and Rigor Walks and District Learning Cycle Visits.

4. Students will be provided with targeted interventions that meet the needs of all students. Specific intervention programs (LLI, Corrective Reading, Enrichment, Guided Reading, LAFS, etc) will be determined based off of data coming from the iReady Diagnostic assessments, FSA scores, formative assessments, running records, benchmark assessments, ESE / ELL placement, and individual teacher data.

5. Implement an ESE and ELL taskforce to monitor the learning and gains throughout the school year. The task forces will monitor student data and track trends occurring K-5 in communication with the RCS, VE Support and ECS.

6. Mentoring will be conducted for teams who are struggling, and additional support will be given to ensure effective ELA instruction.

7. District formative assessments will be given every four and a half weeks in all accountability areas.

Person Responsible Jessica Freeman (jessica.freeman@osceolaschools.net)

Plan to Monitor Effectiveness

Description	1. Administration, grade levels and PLC Guided Coalition will monitor ELA iReady,ELA formatives, ELA Summatives, to ensure time high levels of learning for all students in literacy. 2. School Stocktake Model will take place monthly or bi monthly to report progress to the Principal on the Area of Focus. Principals will update Assistant Superintendents of Curriculum during their monthly check-ins. 3. Data will be shared during Faculty PLC and used to develop next action steps. 4.Principal will share and update the Chief of Staff and Assistant Superintendents once a quarter on progress of the Area of Focus through the School Stocktake Model.
Person Responsible	Jacqueline Centeno (jacqueline.centeno@osceolaschools.net)

Activity #4	
Title	Ensure high levels of mathematics achievement for all students
Rationale	Based on the 2017 and 2018 comparison data, FSA mathematics proficiency dropped from 41%% to 35%. Students entering 4th grade showed only 21% proficiency in Math.
Intended Outcome	Mathematics Proficiency will increase by at least 25% at Deerwood Elementary School
Point Person	Tamara Medrano (tamara.medrano@osceolaschools.net)

Action Step	
Description	1.Teacher teams will meet each month during early release and on two individual planning periods a month, for the purpose of assessing, analyzing, reflecting and revising plans on course progression of individual student's needs as a Collaborative team. 2.Professional development will be conducted throughout the year to build shared knowledge of highly effective Mathematical instruction. 3. Implement an ESE and ELL taskforce to monitor the learning and gains throughout the school year. 4. Mentoring will be conducted for teams who are struggling, and additional support will be given to ensure effective Mathematical instruction. 5. District formative assessments will be given every four and a half weeks in all accountability areas.
Person Responsible	Tamara Medrano (tamara.medrano@osceolaschools.net)

Plan to Monitor Effectiveness	
Description	1. Administration, grade levels and PLC Guided Coalition will monitor Mathematics iReady,Mathematics formatives, Math Summatives, to ensure time high levels of learning for all students in literacy. 2. School Stocktake Model will take place monthly or bi monthly to report progress to the Principal on the Area of Focus. Principals will update Assistant Superintendents of Curriculum during their monthly check-ins. 3. Data will be shared during Faculty PLC and used to develop next action steps. 4.Principal will share and update the Chief of Staff and Assistant Superintendents once a quarter on progress of the Area of Focus through the School Stocktake Model.
Person Responsible	Jacqueline Centeno (jacqueline.centeno@osceolaschools.net)

Activity #5	
Title	Strengthen Collaborative Professional Learning Communities that monitor student progress
Rationale	Research states, if teachers participate in authentic collaborative teams, that produce engaging lessons using high yield strategies and best practices and are monitoring the progress to guide the instruction, then student achievement will increase.
Intended Outcome	ELA, Math, proficiency, learning gains, and LQ Learning Gains will increase by at least 25% in all sub groups.
Point Person	Noricely Rodriguez (noricely.rodriguez@osceolaschools.net)

Action Step

Description	1.Schools PLC's teams will meet each month during early release and on two individual planning periods a month, for the purpose of assessing, analyzing, reflecting and revising plans on course progression of individual student's needs as a Collaborative team. 2.Collaborative teaming professional development will be conducted throughout the year to build shared knowledge of PLC processes. School Leadership Team PLC Training July 19, 2018. Beginning Teacher GradeCam Training July 25, 2018. 3. GradeCam will be used by each PLC team for the purpose of assessing, analyzing, reflecting and revising plans on course progression of individual student's needs. 4. Mentoring will be conducted for teams who are struggling, and additional support will be given so they become an effective collaborative team. 5. A PLC Guiding Coalition will be formed to oversee the process. 6. District formative assessments will be given every four and a half weeks in all accountability areas.
Person Responsible	Noricely Rodriguez (noricely.rodriguez@osceolaschools.net)

Plan to Monitor Effectiveness

Description	1. Administration, PLC Lead, and PLC Guided Coalition will monitor all accountability area collaborative teams, to ensure time is being used effectively and to evaluate the level of each PLC Team weekly. 2. PLC Seven Stages rubric will be used to measure Pre - Mid - End of school year progress of the PLC teams. 3. School Stocktake Model will take place monthly or bi monthly to report progress to the Principal on the Area of Focus. Principals will update Assistant Superintendents of Curriculum during their monthly check-ins. 4. Principal will share and update the Chief of Staff and Assistant Superintendents once a quarter on progress of the Area of Focus through the School Stocktake Model.
Person Responsible	Jacqueline Centeno (jacqueline.centeno@osceolaschools.net)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Our school strives to involve all parents in the planning, review, and improvement of Title I programs and out Parent & Family Engagement Plan. All parents are invited to attend meetings regarding the development of the required plan through flyers, school marquee, and REMIND. Parents are asked for their input on activities and trainings provided by the school. The school uses the notes from the group discussion to guide writing the plan.

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

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 psychologist, and social worker help support all of our learners to ensure that the social-emotional needs of the students are met. The counselor and social worker also collaborate to connect families with outside services including mental health counseling and obtaining resources to help improve their quality of life. 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.

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. For our fifth grade students, the guidance counselor collaborates with the counselor at the feeder middle schools to prepare our students for their upcoming academic transition. The middle school counselor along with specialized teachers (Band, AVID) provide an orientation for our students to begin the registration process and help answer any questions the students may have about middle school. If students have additional questions or concerns once the orientation has ended, the students can speak to the guidance counselor at the elementary level. In addition, the counselors meet in to discuss any academic and social-emotional needs for specific students to ensure that services are continued.

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 i-Ready. This program will enable us to track the effectiveness of core instruction, and the impact of data-based intervention strategies. This program provides diagnostic information that allows us to focus on the needs of all 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.

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.

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. The guidance counselor provides a 2-day career exploration lesson (Got Plans?) in which students complete a questionnaire that helps match their interests to potential careers. 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.

Part V: Budget

Total:	**$266,237.50**