

School District of Osceola County, FL

Deerwood Elementary School



2019-20 Schoolwide Improvement Plan

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Deerwood Elementary School

3701 MARIGOLD AVE, Kissimmee, FL 34758

www.osceolaschools.net

Demographics

Principal: Millie Torres

Start Date for this Principal: 7/29/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (47%) 2017-18: D (35%) 2016-17: C (46%) 2015-16: C (51%) 2014-15: D (39%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	C	D	C	C

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<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.

The Deerwood Family is committed to working collaboratively to meet the needs of each individual child.

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	Job Duties and Responsibilities
Confesor, Audie	Principal	<p>Manage the operations of the school</p> <p>Ensure high quality, standards based instruction is taking place in classrooms</p> <p>Use data to make student centered decisions</p> <p>Hire and maintain staff</p> <p>Communicate School Improvement Goals with Community</p> <p>Manage and maintain school budget</p>
Freeman, Jessica	Instructional Coach	<ul style="list-style-type: none"> · ELA Curriculum and Instructional Support · Structured and Individual Professional Development Sessions · Strengthen Tier 1 Instruction for guided and close reading · Coaching Cycles · Model Lessons · Grade 3 PLC · Osceola Writes · FLKRS · 3rd grade Portfolio
Centeno, Jacqueline	Assistant Principal	<p>Bullying designee</p> <p>Aggressive/violent discipline referrals</p> <p>Parent discipline issues</p> <p>Event request forms</p> <p>Threat Assessment team member</p> <p>Evaluations</p> <p>School City</p>
Rodriguez, Noricely	Instructional Coach	<ul style="list-style-type: none"> •MTSS Coordinator •myPGS •PLC Facilitator •Attendance •SAC •LSI/Classroom walkthroughs and feedback
Morales, Michelli	Instructional Coach	<p>Learning Resource Specialist</p> <p>Behavior Interventionist</p> <p>AVID Site Coordinator</p> <p>Model Lessons (AVID Lessons and WICOR Strategies)</p> <p>Testing Coordinator</p> <p>21st Century Site Coordinator</p>
Brohawn, Allison	School Counselor	<ul style="list-style-type: none"> •Individual and Group Counseling •Classroom Guidance Lessons •Gifted referrals and initial screenings •Support MTSS interventions for behavior •Mental Health referrals and related services •Families-In-Transition liaison •Section 504 Designee

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> •Child Abuse/DCF report support •Threat Assessment Team member
Wachter, Shawna	Instructional Coach	Math and Science Curriculum and Instructional Support Structured and Individual Professional Development Sessions Strengthen Tier 1 Instruction in Mathematical Problem Solving, Tangible Connections, Additional Resources, and Hands On Science Support relating to Standards Coaching Cycles Grade 5 PLC

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	71	78	90	97	91	100	0	0	0	0	0	0	0	527
Attendance below 90 percent	19	8	21	17	16	18	0	0	0	0	0	0	0	99
One or more suspensions	2	3	2	1	0	5	0	0	0	0	0	0	0	13
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	35	43	0	0	0	0	0	0	0	84

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	1	1	4	7	11	0	0	0	0	0	0	0	25

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	2	2	3	5	0	1	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

FTE units allocated to school (total number of teacher units)

27

Date this data was collected or last updated

Monday 10/7/2019

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	8	7	6	15	14	6	0	0	0	0	0	0	0	56

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	8	7	6	15	14	6	0	0	0	0	0	0	0	56

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	46%	53%	57%	48%	53%	55%
ELA Learning Gains	62%	56%	58%	50%	55%	57%
ELA Lowest 25th Percentile	61%	51%	53%	45%	53%	52%
Math Achievement	49%	55%	63%	41%	57%	61%
Math Learning Gains	51%	59%	62%	49%	58%	61%
Math Lowest 25th Percentile	24%	45%	51%	38%	49%	51%
Science Achievement	37%	49%	53%	52%	54%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	71 (0)	78 (0)	90 (0)	97 (0)	91 (0)	100 (0)	527 (0)
Attendance below 90 percent	19 (26)	8 (17)	21 (12)	17 (24)	16 (18)	18 (21)	99 (118)
One or more suspensions	2 (2)	3 (3)	2 (4)	1 (24)	0 (16)	5 (5)	13 (54)
Course failure in ELA or Math	0 (10)	0 (1)	0 (17)	0 (2)	0 (13)	0 (0)	0 (43)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	6 (33)	35 (38)	43 (30)	84 (101)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	36%	51%	-15%	58%	-22%
	2018	30%	51%	-21%	57%	-27%
Same Grade Comparison		6%				
Cohort Comparison						
04	2019	40%	51%	-11%	58%	-18%
	2018	38%	48%	-10%	56%	-18%
Same Grade Comparison		2%				
Cohort Comparison		10%				
05	2019	44%	48%	-4%	56%	-12%
	2018	32%	50%	-18%	55%	-23%
Same Grade Comparison		12%				
Cohort Comparison		6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	51%	54%	-3%	62%	-11%
	2018	21%	51%	-30%	62%	-41%
Same Grade Comparison		30%				
Cohort Comparison						
04	2019	35%	53%	-18%	64%	-29%
	2018	43%	53%	-10%	62%	-19%
Same Grade Comparison		-8%				
Cohort Comparison		14%				
05	2019	44%	48%	-4%	60%	-16%
	2018	33%	52%	-19%	61%	-28%
Same Grade Comparison		11%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		1%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	34%	45%	-11%	53%	-19%
	2018	24%	49%	-25%	55%	-31%
Same Grade Comparison		10%				
Cohort Comparison						

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	29	46	56	29	36	17	27				
ELL	39	53	63	40	44	28	39				
BLK	39	63	64	55	54		27				
HSP	44	59	60	44	46	24	35				
WHT	61	69		59	58						
FRL	41	60	60	46	50	29	31				
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				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	46
Total Points Earned for the Federal Index	376
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	44
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	50
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	44
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	62
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The component that showed the lowest performance is Math Lowest 25% Gains (24%). The primary contributing factor to this data component is not identifying the lowest 25% in math and tracking those students success. An additional factor is new staff members not being aware of how to interpret data and use it to guide instruction. In December the leadership team changed when the current Math and Science Coach left. Other contributing factors include low expectations from the year(s) prior and not having an intervention component that focused on Tier 2 mathematics.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component that showed the greatest decline (down 3%, 27% to 24%) from the prior year is Math Lowest 25% Gains. The primary contributing factor to this data component is not identifying the lowest 25% in math and tracking those students success. An additional factor is new staff members not being aware of how to interpret data and use it to guide instruction. In December the leadership team changed when the current Math and Science Coach left. Other contributing factors include low expectations from the year(s) prior and not having an intervention component that focused on Tier 2 mathematics.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component that had the greatest gap when compared to the state average is 4th grade math achievement (DWES 40%, State 64%). The primary factor that contributed to this gap is the group of students coming in at 20% proficient based on the 3rd grade 2017-2018 FSA data. Another primary factor that contributed is the core instruction not being taught to the appropriate depth of the standard. In December the leadership team changed when the current Math and Science Coach left. Other contributing factors include low expectations from the year(s) prior and not having an intervention component that focused on Tier 2 mathematics. Also, not all 4th grade math teachers put LSI into place with fidelity.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement is ELA Lowest 25% Gains (61%). The strongest new action that our school took in this area is strengthening Tier 1 core instruction through hiring experienced teachers with a growth mindset that put PD into practice. This area was improved through consistent monitoring of classroom instruction with instant actionable feedback and coaching. An additional action our school took was investing in writing professional development and making writing a primary focus in ELA with a plan for all of the components. The ELA MTSS process was completely redesigned with the appropriate focuses and curriculum. Finally, the strengthening of PLC allowed for a collaborative structure that focused on data.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Upon reflection of the EWS data, we have a concern in regards to our current 4th Grade students. When they were in 3rd Grade, 18% of the students had attendance below 90%. 38% of our current 4th Grade students scored at a Level 1 on a statewide assessment. It is imperative that we improve the student attendance in order to help show growth for our students that scored at Level 1 on the 2018-2019 statewide assessments.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Ensure high levels of learning for all students in literacy.
2. Ensure high levels of mathematics achievement for all students.
3. Ensure high levels of science achievement for all students.
4. Ensure a schoolwide post secondary culture for all students.
5. Strengthen collaborative processes to ensure that the learning needs of all students are met (with the PLC Action Plan embedded within the action steps and monitoring).

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Strengthen collaborative processes to ensure that the learning needs of ALL students are met.
Rationale	The data shows that PLCs are not operating consistently at a high level on the Seven Stages Rubric and formative assessment data throughout the year. This impacts student achievement as there are inconsistencies within delivering the curriculum in each subject area.
State the measurable outcome the school plans to achieve	<p>All K-5 PLCs will be at Stage 5 on the PLC Seven Stage Rubric by the end of Semester 1 2019-2020 assessed by the Principal using the Seven Stage Rubric and format data.</p> <p>All PLCs will be at stage 5 or above on the PLC Seven Stage Rubric assessed by the Principal by May 2020.</p> <p>ELA proficiency and gains will increase by at least 5% in all sub groups. Math proficiency increase by at least 5% in all sub groups. Math Learning gains will increase by at least 10% in all subgroups. Science proficiency will increase by at least 10% in all sub groups</p>
Person responsible for monitoring outcome	Noricely Rodriguez (noricely.rodriguez@osceolaschools.net)
Evidence-based Strategy	<p>Research states PLCs entail whole-staff involvement in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success. PLCs enable teachers to continually learn from one another via shared visioning and planning, as well as in-depth critical examination of what does and doesn't work to enhance student achievement.</p> <p>School Stocktake will take place monthly to report progress to the Principal on the Area of Focus.</p> <p>Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model.</p>
Rationale for Evidence-based Strategy	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.
Action Step	
Description	<ol style="list-style-type: none"> 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. School leadership team will conduct daily walkthroughs of PLC teams to ensure they are progressing through the PLC Seven Stages Rubric of an effective PLC. 3. Collaborative teaming professional development will be conducted throughout the year to build shared knowledge of PLC processes. 4. School City 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. Professional development will be conducted to train staff on the School City platform. 5. Mentoring will be conducted for teams who are struggling, and additional support will be given so they become an effective collaborative team.

6. A PLC Guiding Coalition will be formed to oversee the process.
7. District formative assessments will be given every four and a half weeks in all accountability areas.
8. SWD will receive grade level instruction. The work will be scaffolded to meet their needs and will be supported by the VE teacher when applicable.
9. SWD will receive intervention based on their Tier 3, Tier 2, and Tier 1 individual needs.

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

#2	
Title	Ensure ALL students receive high levels of learning and achievement in ELA.
Rationale	The data shows that in the 2018-2019 school year, ELA Achievement was at 46%. This data point is 7% below the District average and 11% below the State average.
State the measurable outcome the school plans to achieve	<p>ELA Achievement will increase by 6%.</p> <p>ELA Learning Gains will increase by 3%.</p> <p>ELA Lowest 25% Gains will increase by 4%.</p> <p>ELA SWD will increase by 5%.</p>
Person responsible for monitoring outcome	Jessica Freeman (jessica.freeman@osceolaschools.net)
Evidence-based Strategy	Tier 1 instruction must be on grade level with instruction aligning to state standards. The expectation and the curriculum will not be altered for any student regardless of indicators or circumstance. According to "Taking Action: Handbook for RTI at Work" "...to learn at high levels, students must have access to grade-level curriculum each year."
Rationale for Evidence-based Strategy	<p>Higher level learning closes the achievement gap quicker. If students are constantly exposed to below grade level expectations, the gap will continue to widen as they lose exposure to grade level standards and expectations.</p> <p>School wide literacy is essential to and directly correlates to student achievement. A strong foundation in reading will help students achieve across subject areas. The ability to read, write, think, and solve critically using complex texts prepares students to be successful in their educational career and to become productive citizens within a 21st Century society.</p>
Action Step	
Description	<ol style="list-style-type: none"> 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. Teacher teams will track every student by standard using the LSI Tracker, on the spot formative assessments, common formative assessments, and summative assessments to track the progression of standards mastery. 3. Students will be provided Tier 2 instruction based on grade level standards and content using data, student by standard tracking, collaborative planning, and data analysis. 4. Students will provided Tier 3 instruction based on gaps in literacy foundations: phonics, phonemic awareness and fluency. 5.. 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 for all grades K-5. 6. The Literacy Coach will provide professional development sessions to teachers as they request it and 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 Planning Days, Coaching for Implementation and Rigor Walks and District Learning Cycle Visits. 7. All students will be monitored using the DIBELS Universal Screener at the beginning of the year, Osceola Writes three times a year, Next Steps to Guided Reading Assessment three times a year, and district formative assessments quarterly.

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

#3	
Title	Ensure ALL students receive high levels of learning and achievement in mathematics
Rationale	Mathematical problem solving is imperative in the emergence of thinking logically and critically, as well as exposure to real world scenarios. Authentic situations and multiple avenues of solving problems is essential for student achievement.
State the measurable outcome the school plans to achieve	<p>As of 2018-2019, our data shows:</p> <p>Proficiency 47%</p> <p>Learning Gains 49%</p> <p>Lowest Quartile Gains 24%</p> <p>SWD Achievement 29%, Learning Gains 36%, BQ Gains 17%</p> <p>It is intended to improve this data in 2019-2020 as follows:</p> <p>Proficiency 54%</p> <p>Learning Gains 60%</p> <p>Lowest Quartile Gains 60%</p> <p>SWD will increase by 5%</p>
Person responsible for monitoring outcome	Shawna Wachter (shawna.wachter@osceolaschools.net)
Evidence-based Strategy	Research indicates that utilizing data to guide next steps in instruction positively impacts both the students and teachers. Additionally, it strengthens collaboration within the Professional Learning Community.
Rationale for Evidence-based Strategy	Interpreting and desegregating student data allows the teacher to identify needs of their class, as well as individual student needs. Students also learn to take account of their own learning, set measurable goals, and identify their strengths and weaknesses.
Action Step	
Description	<ol style="list-style-type: none"> 1. Attend the Florida Standards Academy - Members of Leadership will attend the Academy for insight and implementation of new information and strategies. Last year our Black student population made significant increases; achievement level went from 32 to 55 and learning gains from 44 to 54. 2. Tier 2 Interventions - Once an assessment has been taken, teachers will determine individual student needs based on errors made. Students will then receive interventions based on those errors to clarify any misconceptions about a particular strategy used. 3. Data Tracking Student by Standard - Teachers will receive an online data tracker with essential standards. After a standard has been assessed, teachers will place student scores in the tracker. Teachers will provide interventions as needed and reassess students to monitor their learning. 4. Monitor and Support - During PLC's teachers will continue to view student data and determine appropriate next steps based on individual student needs. 5. Student Self-Tracking - Students will track their own learning through teacher provided success criteria. 6. Goal Setting - Teachers will provide individual student data chats, while working with students to set goals for themselves, which will be monitored with subsequent data chats.
Person Responsible	Shawna Wachter (shawna.wachter@osceolaschools.net)

#4	
Title	Ensure ALL students receive high levels of learning and achievement in science
Rationale	Students who are exposed to and literate in science will gain valuable information needed for the 21st century. Implementing science within other content areas shows students real world applications and will better assist in problem solving in both social and academic settings.
State the measurable outcome the school plans to achieve	As of 2018-2019, Science Proficiency was 37%. It is intended to improve this to 50%.
Person responsible for monitoring outcome	Audie Confesor (audie.confesor@osceolaschools.net)
Evidence-based Strategy	Research indicates that utilizing data to guide next steps in instruction positively impacts both the students and teachers. Additionally, it strengthens collaboration within the Professional Learning Community.
Rationale for Evidence-based Strategy	Interpreting and desegregating student data allows the teacher to identify needs of their class, as well as individual student needs. Students also learn to take account of their own learning, set measurable goals, and identify their strengths and weaknesses.
Action Step	
Description	<ol style="list-style-type: none"> 1. Tier 2 Interventions - Once an assessment has been taken, teachers will determine individual student needs based on deficient content. Students will then receive additional resources and support to sharpen their comprehension. 2. Data Tracking Student by Standard - Teachers will receive an online data tracker with essential standards. After a standard has been assessed, teachers will place student scores in the tracker. Teachers will provide interventions as needed and reassess students to monitor their learning. 3. Monitor and Support - During PLC's teachers will continue to view student data and determine appropriate next steps based on individual student needs. 4. Student Self-Tracking - Students will track their own learning through teacher provided success criteria. 5. Goal Setting - Teachers will provide individual student data chats, while working with students to set goals for themselves, which will be monitored with subsequent data chats.
Person Responsible	Shawna Wachter (shawna.wachter@osceolaschools.net)

#5	
Title	<p>Ensure a school-wide post secondary culture for all students</p> <p>DWES is committed to providing rigorous, relevant, differentiated opportunities for all students in an environment that promotes college readiness. We believe we can achieve this by embedding AVID strategies into all content areas with fidelity.</p>
Rationale	<p>Our current ELA data shows that our overall reading proficiency is 46%. Our proficiency of our ELL is 39% and ESE proficiency at 29%. This data shows that we are meeting the needs of some students, however, this does not meet the expectation for ALL of our students to be college and career ready.</p> <p>Our current mathematics data shows that our overall mathematics proficiency is 49% with our ELL's at 40% and ESE students at 29%. This does not meet our expectation for ALL of our students to be college and career ready.</p> <p>Our current science data shows that our overall science proficiency is 37% with our ELL's at 39% and ESE students at 27%. This does not meet our expectation for ALL of our students to be college and career ready.</p>
State the measurable outcome the school plans to achieve	<p>Students' academic performance will increase in all areas preparing them for college and career readiness.</p> <p>In reading, we intend to increase overall student proficiency in reading to 51%, ELL's to 44%, and our ESE students to 34%.</p> <p>In math, we intend to increase overall student proficiency in mathematics to 54%, ELL to 45%, and our ESE students 34%.</p> <p>In science, we intend to increase overall student proficiency in mathematics to 42%, ELL to 44%, and our ESE students 32%.</p>
Person responsible for monitoring outcome	Michelli Morales (michelli.moralesreyes@osceolaschools.net)
Evidence-based Strategy	<p>AVID's proven learning support structure, known as WICOR , incorporates teaching/ learning methodologies in the critical areas of Writing to Learn, Inquiry, Collaboration, Organization, and Reading to Learn. WICOR provides a learning model that educators can use to guide students in comprehending concepts and articulating ideas at increasingly complex levels (scaffolding) within developmental, general education, and discipline-based curricula. Furthermore, the WICOR model reflects and promotes the expertise and attitudes that will serve students well in their academic lives and careers.</p>
Rationale for Evidence-based Strategy	<p>The WICOR model reflects and promotes the expertise and attitudes that will serve students well in life beyond college graduation. Surveys indicate that they seek college educated employees who have strong interpersonal skills, communicate well, and have the ability to develop creative solutions to new problems in collaborative ways. AVID's scaffold of social and academic structures instills these qualities, while at the same time improving outcomes in academic performance, building critical reading and thinking skills for rigorous fields of study, using writing as a powerful thinking and communication tool, and fostering collaboration among students, teachers, and other professionals within higher education and the "real" world of working and living.</p>
Action Step	

Description	<p>1. AVID as a school-wide framework will support our initiatives in ELA, Mathematics, and Science. We will create an AVID site team with representatives from each grade level, which will meet every 3rd Wednesday at 2:40 pm. During this meeting, the team will plan and develop PD and activities for our school-wide AVID PLC held once a month. These PD's will focus on WICOR and strategies to increase rigor. All teachers will incorporate WICOR into lesson planning with focus on impacting student achievement. We will increase the use of WICOR strategies in the classroom with support from our LRS, Mrs. Morales. Teachers will Utilize WICOR checklist as provided by the AVID Coordinator, Mrs. Morales to help with their planning. The AVID PLC will be led by an AVID site team with representatives from across the school. The AVID site team coordinator Mrs. Morales; the literacy coach Mrs. Freeman; and the Math and Science Coach Ms. Wachter will be responsible.</p> <p>2. The school will host family involvement nights where teachers model the implementation of AVID in their classrooms with an emphasis on WICOR. Grade levels will take turns showcasing their classrooms at these parent nights. There will be one involvement parent night per semester.</p> <p>3. Administration will conduct weekly walkthroughs to monitor the implementation of AVID and WICOR strategies in all classrooms. Therefore, ensuring that PD goes to practice.</p> <p>4. Newly trained teachers and teachers with no prior training in AVID will receive support from the AVID site team. Mrs. Morales will model WICOR and AVID strategies to newly trained teacher and teacher with no prior training in AVID. In addition, Mrs. Pope will conduct an AVID for newbies on September.</p> <p>5. These action steps will be reviewed at weekly leadership team meetings, (8/12, 8/19, 8/26, 9/3, 9/9, 9/16, 9/23, 9/30, 10/7, 10/14, 10/21, 10/28, 11/4, 11/11, 11/18, 12/2, 12/9, 12/16, 1/6, 1/13, 1/21, 1/27, 2/3, 2/10, 2/17, 2/24, 3/2, 3/9, 3/23, 3/30 4/6, 4/13, 4/20, 4/27, 5/4, 5/11, 5/18, 5/25) as well as during monthly Stocktake meetings (8/19, 9/16, 10/21, 12/2, 1/13, 2/17, 3/30, 4/27 and 5/18.). Teachers will turn in lesson plans weekly to their shared folder for review by administration. Our weekly review will include data from walkthroughs, weekly formative assessments, district formatives, end of unit assessments and documentation (agendas, minutes, sign in sheets) and surveys. The MTSS team will meet every Wednesday to review data and adjust response for individual student needs. The principal will update the Assistant Superintendent during their monthly check-ins. The 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.</p>
Person Responsible	Audie Confesor (audie.confesor@osceolaschools.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

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 Schoolwide Improvement Plan 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 1 programs and our Parent & Family Engagement Plan. All parents are invited to attend meetings regarding the development of the required plan through flyers, school marquee, Facebook Page, and REMIND. Parents are asked for their input on activities and training's 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.

Students, parents, and staff are encouraged to participate in various school activities throughout the year. We offer counseling services through our Guidance Office individually and in group settings. We have mentor teachers who are assigned specific students that might have needs and we pair them accordingly. We refer students out to different community agency with the assistance of our Guidance Office and school assigned Social Worker. Students are seen by outside providers, who are district approved, within our school hours to provide counseling and/or therapies. We use our School Resource Officer as a PEER buddy who assists with students who need a one-to-one check-in or check-out during the school week.

We have implemented the PEER Buddy Program between special needs students in self-contained units and students within our mainstream to help promote social-emotional skills to both students and build inclusion for all.

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 provide an orientation for our students to begin the registration process and help answer any questions the students may have about middle school. In addition, the counselors meet with our guidance counselor to discuss any academic and social-emotional needs for specific students to ensure that services are continued. Questions or concerns once the orientation has ended can be addressed by speaking with the guidance counselor.

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.

Title I Part A

To ensure students requiring additional remediation are assisted; extended learning opportunities, such as before after school programs 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 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. These students will be afforded the same opportunities as all students.

Title I Part D

When Neglected/Delinquent children are enrolled in our school, we will coordinate efforts with the Alternative Programs Department.

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 development

Title III

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

IDEA provides support for students with an Individual Education Plan students identified through the Preschool Education Evaluation Program and students identified through the screening process for second grade Title I students.

Title IX

To eliminate barriers District Homeless Education Liaison works with FIT Liaisons

Nutritional Services: Nutritional Services provide healthy breakfast and lunch programs. Breakfast and lunch is free for all students.

Violence Prevention Programs: BLAST program and incorporates the Stop Bullying Now program.

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 is 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 to have AVID Strategies - WICOR incorporated at all grade levels.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Strengthen collaborative processes to ensure that the learning needs of ALL students are met.				\$3,157.54
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	1020-DEFAULT AVERSION FEE	0831 - Deerwood Elementary School	Title, I Part A		\$2,719.20
			Notes: Coaches to Analyze Data from FSA to write School Improvement Plan, Develop Intervention groups, Class Rosters (Summer) (4 days @ 8 hours each)			

	5100	210-Retirement	0831 - Deerwood Elementary School	Title, I Part A		\$230.32
			<i>Notes: OPS Benefits (Retirement) Calculation for Teacher</i>			
	5100	220-Social Security	0831 - Deerwood Elementary School	Title, I Part A		\$208.02
			<i>Notes: OPS Benefits (SS) Calculation for Teacher</i>			
2	III.A.	Areas of Focus: Ensure ALL students receive high levels of learning and achievement in ELA.				\$29,191.77
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	1020-DEFAULT AVERSION FEE	0831 - Deerwood Elementary School	Title, I Part A		\$4,064.20
			<i>Notes: Extended Learning pay for teachers including benefits for before and after school tutoring</i>			
	6400	1020-DEFAULT AVERSION FEE	0831 - Deerwood Elementary School	Title, I Part A		\$8,200.00
			<i>Notes: LSI Saturday Training Stipends for Teachers for 2 Saturdays</i>			
	5100	510-Supplies	0831 - Deerwood Elementary School	Title, I Part A		\$1,800.00
			<i>Notes: Ready Florida ELA (LAFS) + FL Assessments Grade 3 (1 book = \$18x100)</i>			
	5100	510-Supplies	0831 - Deerwood Elementary School	Title, I Part A		\$1,800.00
			<i>Notes: Ready Florida ELA (LAFS) + FL Assessments Grade 4 (1 book = \$18x100)</i>			
	5100	510-Supplies	0831 - Deerwood Elementary School	Title, I Part A		\$1,890.00
			<i>Notes: Ready Florida ELA (LAFS) + FL Assessments Grade 5 (1 book = \$18x105)</i>			
	5100		0831 - Deerwood Elementary School	Title, I Part A		\$439.20
			<i>Notes: Shipping for Ready Florida ELA (LAFS) Grades 3-5</i>			
	5100	510-Supplies	0831 - Deerwood Elementary School	Title, I Part A		\$381.00
			<i>Notes: Corrective Reading Decoding Level A (1 workbook x \$12.70 x 30)</i>			
	5100	510-Supplies	0831 - Deerwood Elementary School	Title, I Part A		\$282.50
			<i>Notes: Corrective Reading Decoding Level B1 (1 workbook x \$11.30 x 25)</i>			
	5100	510-Supplies	0831 - Deerwood Elementary School	Title, I Part A		\$282.50
			<i>Notes: Corrective Reading Decoding B2 (1 workbook x \$11.30 x 25)</i>			
	5100	510-Supplies	0831 - Deerwood Elementary School	Title, I Part A		\$111.30
			<i>Notes: Reading Mastery Kindergarten Workbook A (1 workbook x \$11.13 x 10)</i>			
	5100	510-Supplies	0831 - Deerwood Elementary School	Title, I Part A		\$111.30
			<i>Notes: Reading Mastery Kindergarten Workbook B (1 workbook x \$11.13 x 10)</i>			

	5100	510-Supplies	0831 - Deerwood Elementary School	Title, I Part A		\$111.30
			<i>Notes: Reading Mastery Kindergarten Workbook C (1 workbook x \$11.13 x 10)</i>			
	5100	510-Supplies	0831 - Deerwood Elementary School	Title, I Part A		\$111.30
			<i>Notes: Reading Mastery Grade 1 Workbook A (1 workbook x \$11.13 x 10)</i>			
	5100	510-Supplies	0831 - Deerwood Elementary School	Title, I Part A		\$111.30
			<i>Notes: Reading Mastery Grade 1 Workbook B (1 workbook x \$11.13 x 10)</i>			
	5100	510-Supplies	0831 - Deerwood Elementary School	Title, I Part A		\$111.30
			<i>Notes: Reading Mastery Grade 1 Workbook C (1 workbook x \$11.13 x 10)</i>			
	5100	520-Textbooks	0831 - Deerwood Elementary School	Title, I Part A		\$205.95
			<i>Notes: Reading Mastery Grade 2 Reading Textbook A (1 book x \$41.19 x 5)</i>			
	5100	520-Textbooks	0831 - Deerwood Elementary School	Title, I Part A		\$164.40
			<i>Notes: Reading Mastery Grade 2 Textbook B (1 book x \$41.19 x 4)</i>			
	5100	520-Textbooks	0831 - Deerwood Elementary School	Title, I Part A		\$370.71
			<i>Notes: Reading Mastery Grade 2 Textbook C (1 book x \$41.19 x 9)</i>			
	5100	510-Supplies	0831 - Deerwood Elementary School	Title, I Part A		\$111.30
			<i>Notes: Reading Mastery Grade 2 Workbook A (1 workbook x \$11.13 x 10)</i>			
	5100	510-Supplies	0831 - Deerwood Elementary School	Title, I Part A		\$111.30
			<i>Notes: Reading Mastery Grade 2 Workbook B (1 workbook x \$11.13 x 10)</i>			
	5100	510-Supplies	0831 - Deerwood Elementary School	Title, I Part A		\$111.30
			<i>Notes: Reading Mastery Grade 2 Workbook C (1 workbook x \$11.13 x 10)</i>			
	5100	510-Supplies	0831 - Deerwood Elementary School	Title, I Part A		\$875.76
			<i>Notes: Twin Pocket Folders with Fasteners (25/box, 4 boxes x 6 grade levels)</i>			
	6400	1020-DEFAULT AVERSION FEE	0831 - Deerwood Elementary School	Title, I Part A		\$7,104.90
			<i>Notes: Pre-Pre Planning (2 days x 100 per day, 30 teachers and 3 coaches) (Summer)</i>			
	6400	220-Social Security	0831 - Deerwood Elementary School	Title, I Part A		\$328.95
			<i>Notes: LSI Saturday Training Benefits (SS) Calculation</i>			
3	III.A.	Areas of Focus: Ensure ALL students receive high levels of learning and achievement in mathematics				\$0.00

4	III.A.	Areas of Focus: Ensure ALL students receive high levels of learning and achievement in science				\$476.19
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0831 - Deerwood Elementary School	Title, I Part A		\$476.19
			<i>Notes: District Curriculum Resources - STEAM Materials</i>			
5	III.A.	Areas of Focus: Ensure a school-wide post secondary culture for all students				\$968.85
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	1020-DEFAULT AVERSION FEE	0831 - Deerwood Elementary School	Title, I Part A		\$900.00
			<i>Notes: Stipend pay for 3 teachers attending AVID Conference</i>			
	6400	1020-DEFAULT AVERSION FEE	0831 - Deerwood Elementary School	Title, I Part A		\$68.85
			<i>Notes: Stipend Benefits (SS) Calculation for 3 AVID Teachers</i>			
Total:						\$33,794.35