Deerwood Elementary School

2021-22 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: 7/15/2021

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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)	**2020-21 Title I School**	**2020-21 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	92%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	D

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SIP Authority

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Centeno, Jacqueline	Assistant Principal	Bullying designee Event request forms Threat Assessment team member Aggressive/violent discipline referrals Evaluations School City PLC - Grade K
Medrano, Aubrey	Dean	Learning Resource Specialist Behavior Interventionist Aggressive/violent discipline referrals Parent discipline issues Threat Assessment team member Positive Behavior Intervention and Support Title One PLC - Grade 1
Johnson, Shannan	Instructional Coach	MTSS Coordinator Intervention Support Monitor and act upon student attendance Monitor student data PLC - Grade 3
Chamberlain, Sarah	Teacher, ESE	Coordinate educational placement and appropriate services for students with disabilities LEA representative at Individual Education Plan (IEP) meetings Implementation of IDEA Federal and State regulations Support in curriculum and instruction Behavioral supports
Taveras, Lilys	Reading Coach	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 4 PLC Osceola Writes
Pubal, Theresa	Teacher, ESE	Support facilitation Deliver student Individual or Group Direct Instruction, Learning Support Attendance/participation at IEP and 504 meetings Plan and conducts teacher/parent meetings Assists regular education teachers with specially designed instruction when necessary.

Name	Position Title	Job Duties and Responsibilities
Isaac, Michelle	School Counselor	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 Child Abuse/DCF report support Threat Assessment Team member
DeJesus, Marelin	Instructional Coach	Planning support Classroom walk throughs with teacher feedback Data analysis Material and resources support Tutoring supervisor Interventions support PLC - Grade 5
Confesor, Audie	Principal	Manage the operations of the school Ensure high quality, standards based instruction is taking place in classrooms Use data to make student centered decisions Hire and maintain staff Communicate School Improvement Goals with Community Manage and maintain school budget PLC - All

Demographic Information

Principal start date
Thursday 7/15/2021, Millie Torres

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
8

Total number of teacher positions allocated to the school
41

Total number of students enrolled at the school
474

Identify the number of instructional staff who left the school during the 2020-21 school year.
6

Identify the number of instructional staff who joined the school during the 2021-22 school year.
4

Demographic Data

Early Warning Systems

2021-22

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	57	66	80	76	82	83	0	0	0	0	0	0	0	444
Attendance below 90 percent	24	25	22	24	24	24	0	0	0	0	0	0	0	143
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	3	13	18	5	0	0	0	0	0	0	0	39
Course failure in Math	0	0	3	14	13	7	0	0	0	0	0	0	0	37
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	3	17	34	0	0	0	0	0	0	0	54
Level 1 on 2019 statewide FSA Math assessment	0	0	0	2	24	40	0	0	0	0	0	0	0	66
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	3	9	14	14	0	0	0	0	0	0	0	40

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	3	4	6	4	0	0	0	0	0	0	0	0	0	17
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated
Tuesday 8/24/2021

2020-21 - 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	
Number of students enrolled	68	73	79	84	83	86	0	0	0	0	0	0	0	473
Attendance below 90 percent	20	17	39	17	21	23	0	0	0	0	0	0	0	137
One or more suspensions	1	2	2	0	0	1	0	0	0	0	0	0	0	6
Course failure in ELA	0	0	1	2	9	1	0	0	0	0	0	0	0	13
Course failure in Math	0	0	1	2	14	1	0	0	0	0	0	0	0	18
Level 1 on 2019 statewide ELA assessment	0	0	0	0	6	22	25	0	0	0	0	0	0	53
Level 1 on 2019 statewide Math assessment	0	0	0	0	6	22	36	0	0	0	0	0	0	64

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	0	0	0	0	5	19	0	0	0	0	0	0	0	24

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	3	1	3	6	0	0	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - 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	
Number of students enrolled	68	73	79	84	83	86	0	0	0	0	0	0	0	473
Attendance below 90 percent	20	17	39	17	21	23	0	0	0	0	0	0	0	137
One or more suspensions	1	2	2	0	0	1	0	0	0	0	0	0	0	6
Course failure in ELA	0	0	1	2	9	1	0	0	0	0	0	0	0	13
Course failure in Math	0	0	1	2	14	1	0	0	0	0	0	0	0	18
Level 1 on 2019 statewide ELA assessment	0	0	0	0	6	22	25	0	0	0	0	0	0	53
Level 1 on 2019 statewide Math assessment	0	0	0	0	6	22	36	0	0	0	0	0	0	64

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	0	0	0	0	5	19	0	0	0	0	0	0	0	24

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	3	1	3	6	0	0	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				46%	53%	57%	36%	51%	56%
ELA Learning Gains				62%	56%	58%	41%	54%	55%
ELA Lowest 25th Percentile				61%	51%	53%	33%	46%	48%
Math Achievement				49%	55%	63%	35%	54%	62%
Math Learning Gains				51%	59%	62%	44%	56%	59%
Math Lowest 25th Percentile				24%	45%	51%	27%	42%	47%
Science Achievement				37%	49%	53%	30%	51%	55%

Grade Level Data Review - State Assessments
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	2021					
	2019	36%	51%	-15%	58%	-22%
Cohort Comparison						
04	2021					
	2019	40%	51%	-11%	58%	-18%
Cohort Comparison		-36%				
05	2021					
	2019	44%	48%	-4%	56%	-12%
Cohort Comparison		-40%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	51%	54%	-3%	62%	-11%
Cohort Comparison						
04	2021					
	2019	35%	53%	-18%	64%	-29%

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
Cohort Comparison		-51%					
05	2021						
	2019	44%	48%	-4%	60%	-16%	
Cohort Comparison		-35%					

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
05	2021						
	2019	34%	45%	-11%	53%	-19%	
Cohort Comparison							

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The data presented is from the 2020-2021 NWEA ELA,Math, and Science Assessments.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	29	31	22
	Economically Disadvantaged	16	21	15
	Students With Disabilities	2	2	2
	English Language Learners	4	9	2
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	34	27	20
	Economically Disadvantaged	21	18	12
	Students With Disabilities	3	4	3
	English Language Learners	6	4	3

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	39	47	44
	Economically Disadvantaged	27	36	32
	Students With Disabilities	2	2	3
	English Language Learners	9	12	11
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	39	36	33
	Economically Disadvantaged	28	25	23
	Students With Disabilities	3	2	1
	English Language Learners	12	11	8

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	47	40	44
	Economically Disadvantaged	35	28	35
	Students With Disabilities	1	2	2
	English Language Learners	10	8	11
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	42	35	43
	Economically Disadvantaged	35	27	34
	Students With Disabilities	2	1	1
	English Language Learners	11	9	10

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	30	33	37
	Economically Disadvantaged	24	25	31
	Students With Disabilities	0	4	1
	English Language Learners	6	6	7
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	33	34	34
	Economically Disadvantaged	26	28	28
	Students With Disabilities	3	3	4
	English Language Learners	7	9	10

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	32	40	40
	Economically Disadvantaged	23	29	29
	Students With Disabilities	3	4	3
	English Language Learners	9	13	14
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	33	29	31
	Economically Disadvantaged	22	20	22
	Students With Disabilities	2	2	2
	English Language Learners	9	7	10
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	31	43	43
	Economically Disadvantaged	22	32	30
	Students With Disabilities	5	6	6
	English Language Learners	10	17	12

Subgroup Data Review

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	11	10	8	7	18	33	5				
ELL	22	19	9	23	22	25	20				
BLK	37	40		34	20		20				
HSP	35	21	8	30	22	29	28				
WHT	26			20							
FRL	31	24	14	30	18	13	23				

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
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
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				

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
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	30
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	59
Total Points Earned for the Federal Index	238
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	13
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	25
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	30
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	29
Hispanic Students Subgroup Below 41% in the Current Year?	YES
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	
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	23
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	27
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

One trend that is emerging in the SWD/ESE subgroup is that those students are scoring as low proficiency and low growth, in all grade levels and content areas. In addition, in 4th and 5th grade last year, proficiency was low in ELA and Math.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on 2019-2021 data, all areas demonstrate a need for improvement (ELA, Math, Science). This includes both proficiency in all 3 areas, but learning gains in ELA and Math, particularly learning gains in the bottom quartile.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing factors may have included inconsistent Tier 1 instruction and inconsistent Tier 2 and Tier 3 interventions for Students with Disabilities and students in the bottom quartile.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

3rd Grade ELA and Math showed the most improvement.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Contributing factors included collaborative planning two times per week, weekly PLC's with data analysis, targeted interventions, common formatives, and supplements to the district CUPs.

What strategies will need to be implemented in order to accelerate learning?

Consistent and collaborative planning, consistent PLC's and extended PLC's that focus on data analysis and action, collaborative structures in all classrooms, targeted interventions, and adherence to the district CUPs.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional Development will be given throughout the school year. This will include use of the district CUPs, creation of common formatives, use of School City, use of NWEA data to plan for instruction, use of anchor charts and interactive notebooks, integration of AVID strategies, and use of collaborative structures. Teachers will also be given 2 full planning days throughout the school year to plan with their collaborative teams while receiving support from academic coaches.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

All those strategies mentioned above will be continued into the next school year and beyond. In addition, tutoring services will be offered to continue to help bridge gaps for unfinished learners.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	ELA Achievement-35% ELA Learning Gains-23% ELA Lowest Quartile Learning Gains-12%
Measurable Outcome:	ELA Achievement will increase by 7%. ELA Learning Gains will increase by 30%. ELA Lowest 25% Gains will increase by 40%.
Monitoring:	1. School PLC teams will meet weekly for 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 PLC processes. 3. School City will be used by each PLC team for assessing, analyzing, reflecting and revising plans on course progression of individual student's needs. Professional development will be conducted on the School City platform as needed. 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. SWD will receive grade level instruction, scaffolded to meet their needs and will be supported by the VE teacher when applicable. 7. SWD will receive intervention based on Tier 3, Tier 2, and Tier 1 individual needs
Person responsible for monitoring outcome:	Lilys Taveras (lilys.taveras@osceolaschools.net)
Evidence-based Strategy:	Research illustrates a correlation between student achievement and the development of an achievable, rigorous and aligned curriculum. Additionally, schools that consistently utilize common assessments have the greatest student achievement. The use of common formative assessments, when well implemented, can effectively double the speed of learning, (William. 2007), (Marzano, 2003)
Rationale for Evidence-based Strategy:	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. According to "Taking Action: Handbook for RTI at Work", "to learn at high levels, students must have access to grade-level curriculum each year." (Buffum, Mattos, Malone, 2018) 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.

Action Steps to Implement

1. 100% integrity in utilizing Benchmark's high quality ELA instructional materials as evidenced in the curriculum unit plans.
2. Kindergarten Open Court implementation of print and book awareness, letter recognition, phonological and phonemic awareness, decoding phonics, fluency, and vocabulary and language development.
3. First Grade Open Court Implementation of letter/book/print awareness, phonemic awareness, decoding phonics and inflectional endings, fluency rate and accuracy, and vocabulary and language development.

4. Second Grade Open Court Implementation of decoding phonics/ work analysis, fluency: rate, accuracy, and prosody, and vocabulary and language development.
5. T1 and T2 students engage in 20 min on Lexia Core 5 1 day/week during station rotation.
6. T3 students engage in 20 mins on Lexia Core 5 2 days/week during station rotation.
7. RISE reading for T2
8. Pre-Teaching strategies for T2

Person Responsible   Lilys Taveras (lilys.taveras@osceolaschools.net)

9. Side by side coaching from district level coaches.
10. Work with school EES to close the achievement gap with our Hispanic students subgroup.
11. Develop a PD for Pre-teaching to ensure academic success for our SWD and ELL subgroups.

Person Responsible   Lilys Taveras (lilys.taveras@osceolaschools.net)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Math Achievement-32% Math Learning Gains-22%
Measurable Outcome:	Deerwood Elementary goals for the 2021-2022 School Year are as follows: Math Achievement will increase to 40% Math Learning Gains will increase to 65% Math Lowest Quartile Learning Gains will increase to 55%
Monitoring:	Coaches will be pushing in during planning. Formative assessment data will be monitored during PLC and will be monitored by the school wide MTSS team. Math Interventions will be monitored and coaches will support interventions. Sciences interventions will take place on a weekly basis and coaches will support. Science - coaches will push in for planning at each grade level
Person responsible for monitoring outcome:	Marelin DeJesus (marelin.dejesus@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:	Research illustrates a correlation between student achievement and the development of an achievable, rigorous and aligned curriculum. Additionally, schools that consistently utilize common assessments have the greatest student achievement. The use of common formative assessments, when well implemented, can effectively double the speed of learning, (William. 2007), (Marzano, 2003)

Action Steps to Implement

1. Attend Professional Development for insight and implementation of new information as it pertains to the BEST standards.
2. Tier 2 Interventions - Once an assessment has been taken, teachers will determine individual student needs based on error analysis. Students will receive interventions based on those errors in order to clarify misconceptions about specific strategies used.
3. Data Tracking System - Teachers will receive an online data tracker with essential standards. After a standard has been assessed, teachers will place student scores in the tracker. Teacher will provided interventions as needed and reassess 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/Goal Setting - Students will track their own learning and set attainable goals which
will be monitored by the teacher.

Person Responsible	Marelin DeJesus (marelin.dejesus@osceolaschools.net)

6. Schools PLC teams will meet weekly for assessing, analyzing,reflecting and revising plans on course progression of individual student's needs as a Collaborative team.
7. Professional development will be conducted throughout the year to build shared knowledge of PLC processes
8. School City will be used by each PLC team for 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.

9. Mentoring will be conducted for teams who are struggling, and additional support will be given so they become an effective collaborative team.

10. A PLC Guiding Coalition will be formed to oversee the process.

11. SWD will receive grade level instruction, scaffolded to meet their needs and will be supported by the VE

teacher when applicable.

12. SWD will receive intervention based on their Tier 3, Tier 2, and Tier 1individual needs

Person Responsible   Marelin DeJesus (marelin.dejesus@osceolaschools.net)

13.Side by side coaching school/district based.

14.Work with school EES to close the achievement gap with our Hispanic Student subgroup.

15.Develop a PD for Pre Teaching to ensure academic success for our SWD and ELL subgroups.

Person Responsible   Marelin DeJesus (marelin.dejesus@osceolaschools.net)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Science Achievement-27%
Measurable Outcome:	Deerwood Elementary goals for the 2021-2022 School Year are as follows: Science Achievement will increase to 50%
Monitoring:	Coaches will be pushing in during planning. Formative assessment data will be monitored during PLC and will be monitor by the school wide MTSS team Science Interventions will be monitored and coaches will support interventions. Interventions will take place during STEM Lab and Houses of Science. Sciences interventions will take place on a weekly bases and coaches will support. Science - coaches will push in for planning at each grade level.
Person responsible for monitoring outcome:	Michelli Morales (michelli.moralesreyes@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:	Research illustrates a correlation between student achievement and the development of an achievable, rigorous and aligned curriculum. Additionally, schools that consistently utilize common assessments have the greatest student achievement. The use of common formative assessments, when well implemented, can effectively double the speed of learning, (William. 2007), (Marzano, 2003)

Action Steps to Implement

1. Tier 2 Interventions - Once an assessment has been taken, teachers will determine individual student needs based on deficit content. Students will then receive additional resources and support to sharpen their comprehension.
2. Data Tracking System - 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 / Goal Setting - Students will track their own learning and set attainable goals for themselves, teachers will monitor with subsequent data chats.

Person Responsible	Marelin DeJesus (marelin.dejesus@osceolaschools.net)

5. Schools PLC teams will meet weekly for assessing, analyzing, reflecting and revising plans on course progression of individual student's needs as a Collaborative team.
6. Professional development will be conducted throughout the year to build shared knowledge of PLC processes
7. School City will be used by each PLC team for 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.

8. Mentoring will be conducted for teams who are struggling, and additional support will be given so they become an effective collaborative team.

9. A PLC Guiding Coalition will be formed to oversee the process.

10. SWD will receive grade level instruction, scaffolded to meet their needs and will be supported by the VE

teacher when applicable.

11. SWD will receive intervention based on their Tiered individual needs.

Person Responsible   Marelin DeJesus (marelin.dejesus@osceolaschools.net)

12. Side by side coaching school/district based.

13.Work with school EES to close the achievement gap with our Hispanic Student subgroup.

14.Develop a PD for Pre Teaching to ensure academic success for our SWD and ELL subgroups.

Person Responsible   Marelin DeJesus (marelin.dejesus@osceolaschools.net)

#4. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	Based on 2018-2019 data, 29% of the student with disabilities scored on or above average in ELA and Math and 27% of the students with disabilities scored on or above average in Science.
Measurable Outcome:	ELA SWD Achievement will increase by 5%. ELA SWD Learning Gains will increase by 3%. ELA SWD Lowest 25% Gains will increase by 3%. Math SWD Achievement will increase by 5%. Math SWD Learning Gains will increase by 3%. Science SWD Achievement will increase by 5%.
Monitoring:	We will use NWEA and NSGRA data throughout the year to determine students growth. We will also use student portfolios to monitor progress.
Person responsible for monitoring outcome:	Sarah Chamberlain (sarah.chamberlain@osceolaschools.net)
Evidence-based Strategy:	Students with disabilities will receive standard-based Tier 1 instruction in the classroom with support from the VE teacher. Teachers will analyzes student's formative assessments data during MTSS and PLC to modify whole group instruction and determine student's intensive interventions based on needs.
Rationale for Evidence-based Strategy:	Research illustrates a correlation between student achievement and the development of an achievable, rigorous and aligned curriculum. Additionally, schools that consistently utilize common assessments have the greatest student achievement. The use of common formative assessments, when well implemented, can effectively double the speed of learning, (William. 2007), (Marzano, 2003)

Action Steps to Implement

1. Teachers will participate in weekly common PLC meetings to develop standardized lesson plans and common assessments.
2. The RCS will provide support during the PLC meetings.
3. Teachers will utilize data while reviewing or developing individualized learning goals.
4. Teachers will participate in professional development that will focus on instructional supports for the ESE subgroup.
5. Teachers will provide ESE instructional support to the ESE subgroup during support facilitation in Reading and Math.
6. Student's academic and/or behavior performance will be utilize to determine Tier 1, Tier 2, and Tier 3 interventions.
7. Teachers will utilize the districts approved curriculum unit plans and intervention materials to meet students needs.

Person Responsible [no one identified]

#5. Culture & Environment specifically relating to School Safety	
Area of Focus Description and Rationale:	Reported 2.8 incidents per 100 students, when compared to all elementary schools state wide, DWES falls into the "very high" category, ranking #1,268 out of 1,395 when it comes to school safety.
Measurable Outcome:	An area of concern is the number of discipline incidents occurring at the Deerwood, the focus will be to decrease the total number of behavioral incidents by 30%, including disruptive behavior and violent incidents, while promoting positive behavior.
Monitoring:	Monitoring: Teachers creating and successfully implementing a Classroom Management Plan, aligned with PBIS, with structured supports in place will improve the school culture and environment, specifically relating to school safety. 1. Dean and Administration will support classroom teachers by recommending and providing time to attend classroom management training. 2. Leadership Team will make an effort to make their presence known on campus, including random classroom walkthroughs, highlighting students displaying RISE expectations. 3. Dean and SRO will circulate campus, ensuring all doors and access points are locked and secure. 4. Dean and SRO will identify Safer Place areas within the classroom. 5. Teachers and Staff will complete Safety Training Professional Development 6. Point of Contacts will be established for high flyer students to support positive and safe behaviors across campus. 7. Monthly Emergency Management Drills will be conducted to ensure all staff and students follow safety procedures
Person responsible for monitoring outcome:	Aubrey Medrano (aubrey.medrano@osceolaschools.net)
Evidence-based Strategy:	Effectiveness Description 1. PBIS events 2. Implementation of teacher classroom management plans 3. Behavioral Data Tracking In conjunction to the teaching and enforcing of positive behavior, DWES follows district safety procedures throughout the school to ensure student safety.
Rationale for Evidence-based Strategy:	Rationale: By establishing systems and procedures to reward positive actions, decrease classroom disruptions and minimizing time out of classroom a positive and safe academic culture will be established in the school. (PBIS)

Action Steps to Implement

1. School-wide positive behavior support system;
PBIS activities such as social time, dress down day, dances, hat day, etc. can also be purchased using the Deerwood Challenger Cash.

Person Responsible	Aubrey Medrano (aubrey.medrano@osceolaschools.net)

2. Dean and Leadership Team will make an effort to make their presence known on campus, including random classroom walkthroughs, highlighting students displaying RISE expectations.

Person Responsible	Aubrey Medrano (aubrey.medrano@osceolaschools.net)

3. Dean and SRO will do campus walkthroughs, ensuring all doors and access points are locked and secure.

Person Responsible   Aubrey Medrano (aubrey.medrano@osceolaschools.net)

4. Dean and/or Point of Contact will meet weekly/monthly with high flyer students to support positive and safe behaviors across campus.

Person Responsible   Aubrey Medrano (aubrey.medrano@osceolaschools.net)

#6. Instructional Practice specifically relating to Professional Learning Communities	
Area of Focus Description and Rationale:	For the 2020-2021 School Year, the data for Deerwood Elementary is as follows: ELA Achievement-35% Math Achievement-32% Science Achievement-27% ELA Learning Gains-23% Math Learning Gains-22% ELA Lowest Quartile Learning Gains-12% Math Lowest Quartile Learning Gains-28% This data demonstrates that Professional Learning Communities were not happening with fidelity. If PLC's were occurring the way that they should be, PLC Teams could have better monitored Achievement in all academic areas, through ongoing data analysis from every formative, summative, and NWEA assessment. This could have led to more action based on data, which could have led to higher student achievement. In addition, PLC teams could have used data to monitor growth, which would have led to overall learning gains. In addition, if PLC's had monitored their lowest quartiles, we would have seen higher lowest quartile gains in all areas. This is a critical need for the school to move forward during the current academic year.
Measurable Outcome:	Deerwood Elementary goals for the 2021-2022 School Year are as follows: ELA Achievement will increase to 42% Math Achievement will increase to 40% Science Achievement will increase to 50% ELA Learning Gains will increase to 65% Math Learning Gains will increase to 65% ELA Lowest Quartile Learning Gains will increase to 55% Math Lowest Quartile Learning Gains will increase to 55%
Monitoring:	This area of focus will be monitored through Leadership Team members who will be a support for each grade level PLC. Each grade level PLC has been assigned a member of the Leadership Team who will be attending the PLC for that grade level each week for support and feedback.
Person responsible for monitoring outcome:	Shannan Johnson (shannan.johnson@osceolaschools.net)
Evidence-based Strategy:	In "Learning by Doing" by DuFour, DuFour, Eaker, Many, and Mattos (2016), research is cited to support the positive effects of PLC's on student achievement. Student achievement is greatly improved by ongoing and effective PLC's.
Rationale for Evidence-based Strategy:	Research indicates that effective and ongoing Professional Learning Communities has a direct positive effect on student achievement.

Action Steps to Implement

Establish a PLC Guiding Coalition composed of a PLC Lead from each grade level and other key areas. This Guiding Coalition will meet a minimum of once per month.

Person Responsible	Shannan Johnson (shannan.johnson@osceolaschools.net)

A leadership team member will be assigned to each grade level. That person will share information and feedback with the entire leadership team, to determine school wide PLC trends, strengths, and areas of needed improvement.

Person Responsible   Shannan Johnson (shannan.johnson@osceolaschools.net)

PLC teams will be asked to use School City to record any formative or summative data not already available on another platform (NWEA, etc.). The School Wide MTSS Team will use this data to identify trends across the school in terms of achievement and standards mastery.

Person Responsible   Shannan Johnson (shannan.johnson@osceolaschools.net)

PLC Leads will participate in ongoing Professional Development throughout the school year in order to ensure strong PLC Teams.

Person Responsible   Shannan Johnson (shannan.johnson@osceolaschools.net)

PLC Teams will utilize the district created PLC placement to guide discussions within their teams.

Person Responsible   Shannan Johnson (shannan.johnson@osceolaschools.net)

#7. Instructional Practice specifically relating to Collaborative Planning	
Area of Focus Description and Rationale:	Current Deerwood Elementary data based on 2020-2021 FSA Scores is as follows: ELA Achievement-35% Math Achievement-32% Science Achievement-27% ELA Learning Gains-23% Math Learning Gains-22% ELA Lowest Quartile Learning Gains-12% Math Lowest Quartile Learning Gains-28% Based on this data, Collaborative Planning is a critical need in order for the school to move forward this year. The data shows that grade level teams were not engaging in ongoing collaborative planning during the 21-22 School Year. Had teams planned together, quality academic instruction would have been taking place in all setting across each grade level and instruction would have been equitable.
Measurable Outcome:	Deerwood Elementary goals for the 2021-2022 School Year are as follows: ELA Achievement will increase to 42% Math Achievement will increase to 40% Science Achievement will increase to 50% ELA Learning Gains will increase to 65% Math Learning Gains will increase to 65% ELA Lowest Quartile Learning Gains will increase to 55% Math Lowest Quartile Learning Gains will increase to 55%
Monitoring:	All 3 Academic Coaches have already been informed of weekly planning days and times for each grade level/department within the school. This has already been marked on each coach's calendar to ensure that every coach attends every planning session for guidance, support, and feedback.
Person responsible for monitoring outcome:	Shannan Johnson (shannan.johnson@osceolaschools.net)
Evidence-based Strategy:	In "Learning by Doing" by DuFour, DuFour, Eaker, Many, and Mattos (2016), research is cited to support the positive effects of PLC's on student achievement. Student achievement is greatly improved by ongoing and effective PLC's. Collaborative Planning is an essential part of the PLC process.
Rationale for Evidence-based Strategy:	Research indicates that Collaborative Planning is an effective part of the PLC process which strengthens student achievement.

Action Steps to Implement

PLC Leads will provide collaborative planning days to the Academic Coaches.

Person Responsible	Shannan Johnson (shannan.johnson@osceolaschools.net)

Academic Coaches will create a calendar to ensure that they attend grade level collaborative planning.

Person Responsible	Shannan Johnson (shannan.johnson@osceolaschools.net)

Academic Coaches will attend weekly grade level collaborative planning.

Person Responsible   Shannan Johnson (shannan.johnson@osceolaschools.net)

Academic Coaches will provide feedback to the School Leadership Team in regards to Collaborative Planning.

Person Responsible   Shannan Johnson (shannan.johnson@osceolaschools.net)

Academic Coaches will provide feedback and support to grade levels in regards to collaborative planning.

Person Responsible   Shannan Johnson (shannan.johnson@osceolaschools.net)

#8. Culture & Environment specifically relating to Discipline	
Area of Focus Description and Rationale:	To improve the student behavior culture to increase the time of instruction in the classroom. Rationale: If students are engaged in positive behavior strategies, then students would not receive discipline responses that would require time out of the classroom.
Measurable Outcome:	There will be a decrease of referrals given to students by 30%. There will be a decrease in discipline suspensions, ISS and OSS, given to students by 25%.
Monitoring:	1. Deerwood Elementary School will implement the use of the Challenger Cash behavior tracking program across campus. Students will receive Challenger Cash for positive behavior and adhering to schoolwide procedures. 2. DWES faculty and staff will receive training in PBIS during pre-planning and with a monthly focus throughout the school year. 3. A Challenger PBIS Events calendar will be created that will show dates of HERO events and points required to attend the events. 4. Administration will support classroom teachers by recommending and providing time to attend classroom management training. 5. During weekly Dean meetings, the Dean and Administration will analyze weekly referrals, monitor discipline goals, discuss concerns within the classroom or individual students and teachers. 6.Dean and Leadership Team will meet monthly during Stocktake to review referral data, student conferences and positive interventions. 7. Dean will meet weekly/monthly with high flyer students to support positive behavior across campus.
Person responsible for monitoring outcome:	Aubrey Medrano (aubrey.medrano@osceolaschools.net)
Evidence-based Strategy:	Effectiveness Description 1. PBIS events 2. Implementation of teacher classroom management plans 3. Behavioral Data Tracking
Rationale for Evidence-based Strategy:	If students are engaged in positive behavior strategies, then students would not receive discipline responses that would require time out of the classroom and loss of academic instruction.

Action Steps to Implement

1. PBIS events will be reviewed for attendance. Student will be asked to provide feedback on events and asked for suggestions for future events

Person Responsible	Aubrey Medrano (aubrey.medrano@osceolaschools.net)

2. Leadership Team will monitor teacher classroom management plans and implementation within the classroom.

Person Responsible	Aubrey Medrano (aubrey.medrano@osceolaschools.net)

3. The Dean and Administration will track referrals weekly during Dean meeting. Referral trends will be reviewed and a plan of action will be created if determined necessary.

Person Responsible	Aubrey Medrano (aubrey.medrano@osceolaschools.net)

4. Monthly Stocktake meetings will be held to review referrals, effectiveness of positive Challenger Cash program, ISS time and OSS time given and actions plans.

Person Responsible   Aubrey Medrano (aubrey.medrano@osceolaschools.net)

5. Recognition of student and teacher success, not limited to the following: attendance, NWEA growth goals, SEL, and behavioral goals.

Person Responsible   Aubrey Medrano (aubrey.medrano@osceolaschools.net)

#9. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	Students who participate in social emotional learning programs are shown to increase academic achievement and engage in positive peer interactions. Self-awareness, self-management, and social awareness are components of social emotional learning that will be addressed in order to promote student success in academics and interpersonal relationships. These elements of emotional intelligence were identified as needs by reviewing the results of inquiries provided by students during the 2020-21 school year.
Measurable Outcome:	As of the 2020-21 school year, 65% of students consider the perspectives of others and empathize with them, 63% of students believed that they were able to regulate their emotions, and 44% were able to manage their emotions, thoughts, and behaviors in different situations. It is intended to improve this data to: Social Awareness-67% Emotion Regulation-65% Self-Management-50%.
Monitoring:	The implementation of evidence-based strategies is shown to be effective in improving the emotional intelligence of elementary aged children. Three strategies that will be utilized to promote overall improvement in social awareness, emotion regulation, and self-management are diversity talks, mindfulness, and Zones of Regulation.
Person responsible for monitoring outcome:	Michelle Isaac (michelle.isaac@osceolaschools.net)
Evidence-based Strategy:	Diversity talks are activities that aim to promote active listening, opportunities to engage in culturally relevant conversations, and ensures that each student has a voice. This strategy fosters a safe environment in which students can listen to the perspectives of others and learn to empathize with their peers, minimizing bullying situations. The concept of mindfulness has been proven to stimulate emotional regulation by optimizing overall mental health. It also has a positive impact on stress and anxiety. Zones of Regulation is a framework that utilizes a systematic, cognitive behavioral approach to teach students to self-regulate their emotions and impulses successfully despite of the demands of their environment.
Rationale for Evidence-based Strategy:	American University Online reports that an in-depth research review of dozens of studies on diversity conducted by The Century Foundation, found that having different and divergent perspectives can create positive learning outcomes such as improvements of cognitive skills and critical thinking, promotion of creativity, and creates a culturally responsible learning environment. Mindful School reports that mindfulness and contemplative practices can positively impact teaching and pedagogy in elevated attention and focus, better grades and cognitive performance, more effective emotion regulation, improved behavior in school, greater empathy and perspective-taking, enhanced social skills, reduced test anxiety, less stress, decreased frequency and severity of post-traumatic symptoms, and lower rates and severity of depression. The Zones of Regulation website reports that "Zones of Regulation" is a practice based on

evidence and has shown positive, measurable outcomes across multiple studies and applications in clinical practice and school-based settings (Zones Research & Scholarly Articles Spreadsheet).

Action Steps to Implement

Diversity Talks:

1. Teachers will plan engaging lessons and conduct diversity talks throughout the school year.
2. Teaches will plan for team and relationship building lessons.
3. Teachers will utilize the district provided lesson plans and resources on SEL that are integrated into the curriculum plan.

Person Responsible   Michelle Isaac (michelle.isaac@osceolaschools.net)

Mindfulness:

1. Teachers will implement mindfulness techniques during lessons and during intermissions in the classroom.
2. Provide classroom guidance lessons on how to manage stress and anxiety, specifically addressing emotional regulation and self-management.

Person Responsible   Michelle Isaac (michelle.isaac@osceolaschools.net)

Zones of Regulation:

1. Teachers are trained by school district personnel.
2. Teachers implement strategies in the classroom.
3. Implementation of school wide PBIS.
4. Identification of Tier 2 and 3 students in need of SEL support.
5. Provide individual counseling, small group counseling, and mental health counseling referrals.
6. Implementation of threat assessments.
7. Panorama Survey will be administered at the beginning and end of the school year to assess student need and the effectiveness of strategies implemented.

Person Responsible   Michelle Isaac (michelle.isaac@osceolaschools.net)

#10. Leadership specifically relating to Specific Teacher Feedback	
Area of Focus Description and Rationale:	The current data from the 2020-2021 School Year is as follows: ELA Achievement-35% Math Achievement-32% Science Achievement-27% ELA Learning Gains-23% Math Learning Gains-22% ELA Lowest Quartile Learning Gains-12% Math Lowest Quartile Learning Gains-28% Teacher Feedback has been identified as a critical need. The data from 2020-2021 shows poor student achievement in all academic areas, as well as very limited learning gains. This is a result of teachers not being able to improve their craft. Had teachers received direct, honest, and useful feedback, they could have improved instruction leading to higher student achievement and gains.
Measurable Outcome:	Deerwood Elementary goals for the 2021-2022 School Year are as follows: ELA Achievement will increase to 42% Math Achievement will increase to 40% Science Achievement will increase to 50% ELA Learning Gains will increase to 65% Math Learning Gains will increase to 65% ELA Lowest Quartile Learning Gains will increase to 55% Math Lowest Quartile Learning Gains will increase to 55%
Monitoring:	This area of Focus will be monitored by the administration and academic coaches. A calender will be displayed in a common area for the Leadership Team. Each time a teacher is visited their name will go on the calendar. Leadership will review the calendar to ensure that every teacher is being visited every week.
Person responsible for monitoring outcome:	Shannan Johnson (shannan.johnson@osceolaschools.net)
Evidence-based Strategy:	Research indicates that effective and specific feedback helps teachers to improve their craft, thereby increasinng student achievement.
Rationale for Evidence-based Strategy:	Research from LSI (Learning Sciences International) indicates that teacher feedback has a great impact on improving student achievement.

Action Steps to Implement	
A teacher visitation calendar will be created.	
Person Responsible	Shannan Johnson (shannan.johnson@osceolaschools.net)
Coaches will visit classrooms on a daily basis.	
Person Responsible	Shannan Johnson (shannan.johnson@osceolaschools.net)
Coaches will email teachers to invite them to come for feeback.	

Person Responsible	Shannan Johnson (shannan.johnson@osceolaschools.net)

Coaches will communicate to administration if patterns are established in regard to teacher feedback.

Person Responsible	Shannan Johnson (shannan.johnson@osceolaschools.net)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Reported 2.8 incidents per 100 students, when compared to all elementary schools state wide, DWES falls into the "very high" category, ranking #1,268 out of 1,395. An area of concern is the number of violent incidents occurring at the school, the focus will be to lower the violent behavioral incidents, including battery and physical attacks.
Monitoring: Teachers creating and successfully implementing a Classroom Management Plan, aligned with PBIS, with structured supports in place will improve the school culture and environment.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

The school engages families, students. and all faculty in a shared understanding of academic and behavioral expectations and high-quality instruction, and holds staff responsible for implementing any changes. Our school frequently communicates high expectations for all students. Leaders demonstrate how those beliefs manifest in the school building. For example:
•Collaborative planning is solutions-oriented and based on disaggregated data.
• Exemplary student work is displayed throughout school.
• All students are enrolled in college- and career-ready prep curriculum through the AVID Program.
A clear code of conduct for students and adults with input from students, families, and school personnel has been created. Part of this code of conduct includes a PBIS program to recognize positive behaviors.
Teachers meet in PLCs weekly to routinely examine disaggregated data to look for themes/patterns among student groups. This data includes the following: discipline referrals or incident reports, in-and out-of-school

suspension and attendance. This also forms the basis for discussions of what's working (or not) for particular groups within a school and what needs to be done. This includes establishing specific, but attainable strategies for reducing disproportionate discipline, with staff, student, and family input. This also includes implementing evidence-based alternatives to exclusionary discipline (e.g., restorative practices and positive behavioral supports) and providing ongoing training and feedback to teachers on implementing these approaches.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The administration ensures that teachers have resources, training, and ongoing support to meet them and provides frequent, constructive feedback, and, actively make themselves available to teachers and staff.
The leadership team actively solicits staff feedback on school wide procedures and creates opportunities for teachers to assume leadership roles. They also structure the master schedule to include collaborative planning and ensure it is rooted in data on student progress and interests.
The school provides orientation for new teachers and ongoing support from a mentor teacher.
Teachers establish and practice clear expectations and classroom procedures, and provide frequent feedback to students, and encourage students to be caring and respectful to one another and teachers model such interactions in the classroom.
The schools, curriculum and teachers' lesson plans draw on the diverse interests and experiences of students.
The school has established an infrastructure to support family engagement, such as a decision-making SAC
council. It reaches out to families and the community early and often - not just when there is an issue.
Seeking input from families on how the school can support students, and follow up with what's being done as a result.
We also ensure that logistics of parent/teacher conferences and other school events enable all parents to participate (schedule to accommodate varied work hours, offer translation, and provide food and childcare).
It is a priority for the school to intentionally engage with families of historically underserved students (e.g., by providing opportunities for small group conversations with school leaders).

Part V: Budget

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

1	III.A.	**Areas of Focus: Instructional Practice: ELA**	**$0.00**
2	III.A.	**Areas of Focus: Instructional Practice: Math**	**$0.00**
3	III.A.	**Areas of Focus: Instructional Practice: Science**	**$0.00**
4	III.A.	**Areas of Focus: ESSA Subgroup: Students with Disabilities**	**$0.00**
5	III.A.	**Areas of Focus: Culture & Environment: School Safety**	**$0.00**
6	III.A.	**Areas of Focus: Instructional Practice: Professional Learning Communities**	**$0.00**
7	III.A.	**Areas of Focus: Instructional Practice: Collaborative Planning**	**$0.00**
8	III.A.	**Areas of Focus: Culture & Environment: Discipline**	**$0.00**
9	III.A.	**Areas of Focus: Culture & Environment: Social Emotional Learning**	**$0.00**
10	III.A.	**Areas of Focus: Leadership: Specific Teacher Feedback**	**$0.00**

	Total:	$0.00