

Charlotte County Public Schools

Deep Creek Elementary School



2022-23 Schoolwide Improvement Plan

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Deep Creek Elementary School

26900 HARBOR VIEW RD, Pt Charlotte, FL 33983

<http://www.yourcharlotteschools.net/dce>

Demographics

Principal: James Vernon

Start Date for this Principal: 8/10/2019

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	97%
2021-22 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 Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (58%) 2018-19: A (63%) 2017-18: B (55%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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 Charlotte 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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Deep Creek Elementary School

26900 HARBOR VIEW RD, Pt Charlotte, FL 33983

<http://www.yourcharlotteschools.net/dce>

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	97%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	34%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		A	A

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SIP Authority

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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 main goal of all staff members at Deep Creek Elementary is to ensure that all students learn.

Provide the school's vision statement.

The vision of Deep Creek Elementary School is that all students learn. John Hattie's research shows that Teacher Efficacy has a high effect size on student achievement. It is understood that teacher efficacy is not just a magic wand where if we believe, students will achieve. The teacher efficacy at DCES is developing by knowing where students are in academic progress and creating a plan for improvement. Improvement is not an overnight success; through hard work, accountability, and consistent action progress will occur.

Teacher efficacy is only one part of the success equation. The next step is ensuring that DCES students feel a sense of belonging. To reach this Deep Creek Elementary works to promote that, "We are Cubs!" Which translates to we are a school family. The plan will be to help each other, challenge each other, and celebrate with each other to keep improving.

The last part is success. The school definition of success is doing your personal best and not giving up. All of us have different abilities and skills, but all of us possess the ability to do our individual best and showing GRIT. Small progress each day will result in large growth over the course of a school year.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Vernon, James	Psychologist	School Improvement Plan, School Budget, Discipline, Attendance, Custodial & Facilities, Staff Evaluations, FTE & Allocations, Human Resources, Master Calendar & Master Schedule, PPC, SAC, Cub Pride, PBIS, Title I/Title Budget, SRO/Security Monitor, Security Cameras, Social Media, School Connect Calls, and Monday Morning Memo
Brown, Marie	Instructional Coach	State & District Assessments, Professional Development, Collaborative Planning, NET Support, Coaching/Modeling, DRAs, MyPLC, Progress Monitoring, School Improvement Plan, Cub Club, PTO, Curriculum Resource, Interventions Resources, 3rd Grade Portfolios/Retention, Summer Reading Camp
Olby, Noelle	School Counselor	MTSS Champion, 504 Coordinator, ELL Coordinator, Classrooms Lessons, Counseling, Guidance Lessons, Holiday Donations, Risk & Threat Assessments
Navarro, Marie	Attendance/Social Work	Attendance, Risk & Threat Assessments, Threat Assessment Chair, Baker Acts, Community Resources, DCF Contact, Homeless Liaison, Lutheran Services Contact, Therapy Referrals, Classroom Lessons
Turley, Ashleigh	Psychologist	Academic Evaluations, 504 Committee, MTSS Committee, Counseling, ESE Initial Staffings, Gen Ed Behavior Consult, Risk & Threat Assessments
Sims, Teagan	Behavior Specialist	Behavior (ESE Focus), ESE FBA/BIP Development, ESE BIP Implementation, ESE Crisis Response, ESE Counseling, Reset Room, PBIS Member, Cub Pride Member, Bully Prevention
Stephenson, Daria	Dean	Behavior, Live School Coordinator, Behavior Plan Support, Bus Discipline, Cafeteria Behavior Support, Reset Room, Student Conflicts, PBIS Chair, Cub Pride Member, Bully Prevention, Textbooks/Consumable, Textbook Inventory
Riddell, Jacqueline	Teacher, K-12	Media Specials, AR Coordinator, Literacy Leadership Team
Smith-Jaekel, Jessica	Assistant Principal	

Demographic Information

Principal start date

Saturday 8/10/2019, James Vernon

Number of teachers with a 2022 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.*

6

Number of teachers with a 2022 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.*

11

Total number of teacher positions allocated to the school

54

Total number of students enrolled at the school

820

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

4

Identify the number of instructional staff who joined the school during the 2022-23 school year.

9

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	105	107	157	160	128	144	0	0	0	0	0	0	0	801
Attendance below 90 percent	3	27	30	33	27	30	0	0	0	0	0	0	0	150
One or more suspensions	1	1	4	3	1	5	0	0	0	0	0	0	0	15
Course failure in ELA	0	0	0	0	6	11	0	0	0	0	0	0	0	17
Course failure in Math	0	0	0	0	9	4	0	0	0	0	0	0	0	13
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	8	18	22	0	0	0	0	0	0	0	48
Level 1 on 2022 statewide FSA Math assessment	0	0	0	6	13	21	0	0	0	0	0	0	0	40
Number of students with a substantial reading deficiency	2	14	15	25	2	15	0	0	0	0	0	0	0	73

Using the table above, complete the table below with the number of students by current grade level who have 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	3	3	8	10	0	0	0	0	0	0	0	26

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	3	1	9	4	0	0	0	0	0	0	0	0	20
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Tuesday 8/16/2022

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	110	148	148	136	133	133	0	0	0	0	0	0	0	808
Attendance below 90 percent	0	40	27	26	22	23	0	0	0	0	0	0	0	138
One or more suspensions	0	0	2	2	1	2	0	0	0	0	0	0	0	7
Course failure in ELA	0	0	0	2	10	5	0	0	0	0	0	0	0	17
Course failure in Math	0	0	0	2	6	3	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	2	5	19	0	0	0	0	0	0	0	26
Level 1 on 2019 statewide FSA Math assessment	0	0	0	2	9	28	0	0	0	0	0	0	0	39
Number of students with a substantial reading deficiency	11	15	15	14	5	19	0	0	0	0	0	0	0	79

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	1	2	6	5	0	0	0	0	0	0	0	14

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	1	6	1	1	1	0	0	0	0	0	0	0	0	10
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	110	148	148	136	133	133	0	0	0	0	0	0	0	808
Attendance below 90 percent	0	40	27	26	22	23	0	0	0	0	0	0	0	138
One or more suspensions	0	0	2	2	1	2	0	0	0	0	0	0	0	7
Course failure in ELA	0	0	0	2	10	5	0	0	0	0	0	0	0	17
Course failure in Math	0	0	0	2	6	3	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	2	5	19	0	0	0	0	0	0	0	26
Level 1 on 2019 statewide FSA Math assessment	0	0	0	2	9	28	0	0	0	0	0	0	0	39
Number of students with a substantial reading deficiency	11	15	15	14	5	19	0	0	0	0	0	0	0	79

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	1	2	6	5	0	0	0	0	0	0	0	14

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	1	6	1	1	1	0	0	0	0	0	0	0	0	10
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	61%	59%	56%				72%	62%	57%
ELA Learning Gains	58%						67%	57%	58%
ELA Lowest 25th Percentile	37%						62%	50%	53%
Math Achievement	68%	48%	50%				73%	63%	63%
Math Learning Gains	67%						62%	54%	62%
Math Lowest 25th Percentile	58%						49%	42%	51%
Science Achievement	57%	65%	59%				57%	54%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	73%	69%	4%	58%	15%
Cohort Comparison		0%				
04	2022					
	2019	68%	57%	11%	58%	10%
Cohort Comparison		-73%				
05	2022					
	2019	65%	56%	9%	56%	9%
Cohort Comparison		-68%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	82%	70%	12%	62%	20%
Cohort Comparison		0%				
04	2022					
	2019	68%	60%	8%	64%	4%
Cohort Comparison		-82%				
05	2022					
	2019	67%	56%	11%	60%	7%
Cohort Comparison		-68%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	55%	52%	3%	53%	2%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	41	46	24	51	53	33	29				
ELL	57	62		57	69						
BLK	46	56	50	50	50	40	31				
HSP	57	58	53	59	68	58	48				
MUL	60	64		55	73						
WHT	63	56	23	73	68	64	65				
FRL	56	59	51	61	67	55	47				
2021 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 2019-20	C & C Accel 2019-20
SWD	49	59		50	24	25	26				
ELL	53			47							
BLK	44	42		44	17		23				
HSP	60	61		52	28		37				
MUL	43			62							
WHT	76	66		72	51		75				
FRL	64	56	58	58	32	15	45				
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	47	50	48	52	53	46	40				
ELL											
BLK	57	68	73	52	41	33	46				
HSP	70	59		75	72		56				
MUL	80			50							
WHT	75	67	55	80	66	61	61				
FRL	66	62	59	69	62	55	52				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	58
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	
Total Points Earned for the Federal Index	406
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	61
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	57
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	63
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	59
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	57
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

The most obvious trend was the increase in FSA Math scores (2% Increase) and the decrease in FSA Language Arts Scores (8% Decrease). This trend continued into Learning Gains and Learning Gains of the Lowest quartiles as well. Math Learning Gains increased from 40% to 58% (18%) and Math L25 Gains increased from 17% to 58% (41%). ELA Learning Gains increased from 57% to 58% (1%) and ELA L25 Gains decreased from 53% to 37% (16%).

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The data components that demonstrate the greatest need for improvement fall in the area of English Language Arts (ELA). This need for improvement is especially true for students that were included in the Lowest Quartile (L25).

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

DCES administration met with grade level teams to analyze last year's instructional plan and intervention plan. Factors that were discussed that led to ELA decreasing to 61% proficiency and ELA L25 decreasing to 38% included attendance of staff and students, unfamiliarity to new Benchmark Advance Curriculum, and time wasted switching for student Tier II and Tier III intervention.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The data components that demonstrate the greatest improvement fall in the area of Mathematics.

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

DCES administration met with grade level teams to analyze last year's instructional plan and intervention plan. Factors that were discussed that led to Math decreasing to 68% proficiency and ELA L25 increasing to 58% included focus on CCPS Proficiency Scales as there was not an improved curriculum to follow, additional 30 minutes of Math instruction in Master Schedule, and implementation of the Do the Math Intervention.

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

The Master Schedule has been built to allow the following intervention time frames.

30 minutes : Math Intervention (In addition to 60 minute math block)

30 minutes: Tier 2 ELA Intervention (In addition to 90 minute ELA block)

30 minutes: Tier 3 ELA Intervention (In addition to 90 minute ELA block)

30 minutes: Science instruction still be include on the schedule for all grade levels

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 on Guiding Reading and Key PD will be a focus

Professional Development on Kagan Cooperative Learning will be a focus

Professional Development on Math B.E.S.T Standards will be a focus.

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

The school leadership team will conduct learning walks to assist in identifying our current state for growth.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA**Area of Focus
Description and
Rationale:****Include a rationale that explains how it was identified as a critical need from the data reviewed.**

English Language Arts (ELA) was identified as a critical need at DCES. The ELA proficiency percentage decreased to 61%. In addition, ELA gains of the lowest quartile (L25) decreased to 37%.

**Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

DCES has set a goal to increase ELA proficiency by 5%, which will improve the number of students proficient on the ELA end-of-year progress monitoring test to 66%. Although it will not be calculated on the Florida Assessment of Student Thinking (F.A.S.T) progress monitoring this school year, DCES has set a goal of increasing the ELA gains of the lowest quartile (L25) by 20%, which will improve the number of L25 students making gains to 57%.

**Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.**

ELA proficiency and gains will be monitored using formative and summative assessments.

1. Formative assessments will be used and analyzed during grade level collaborative meetings
 - a. Students in the L25 needing interventions will be assessed weekly or bi-weekly
2. Summative assessments
 - a. Benchmark Unit Assessments (At the end of each unit)
 - b. F.A.S.T Progress Monitoring (Three times BOY, MOY, EOY)

Person responsible for monitoring outcome:

Marie Brown (marie.brown@yourcharlotteschools.net)

**Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.**

1. DCES will follow the Benchmark for Excellent Student Thinking (B.E.S.T) Standards
2. DCES will follow the CCPS pacing guide and use the CCPS Proficiency Scales
3. DCES will use the CCPS adopted curriculum Benchmark Education
4. DCES will use FAST & Benchmark Unit assessments to determine effectiveness of instruction
5. DCES will use evidence-based programs for interventions. These programs for ELA include, Guided Reading, Leveled Literacy Intervention (LLI), Reading Recovery, Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS).

**Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific**

Research shows that effective schools understand the importance of curriculum alignment. DCES will follow the five characteristics that define effective written curriculum. The plan is to stay focused on what has been proven by research to work. When studying effective schools these five areas have always been present. The indicators include ensuring that instruction is aligned to state standards, following pacing guides, using textbooks that are aligned with the written curriculum, using

strategy.**Describe the****resources/****criteria used for****selecting this****strategy.**

formative and summative assessments to determine progress, and identifying and using researched based intervention.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Grade level teams met with administration and analyzed assessment scores from 2021 - 2022 school year. During these meeting strengths and weakness were identified. Instructional and intervention plans were created and goals were set for this school year. This plan and goals will remain the focus throughout the school year. Every Tuesday teams will meet to collaboratively plan together. The CCPS Pacing Guides and Proficiency Scales will be the road map used to determine what needs to be instructed. Benchmark and indentified interventions will be the curriculum tools. Effectiveness will be based on Unit and FAST assessments.

Person**Responsible**

James Vernon (james.vernon@yourcharlotteschools.net)

Grades K-2 completed professional development on Guided Reading during the Professional Development (PD) Day before students returned to school. PD was provided for K - 2 by the DCES Reading Recovery teacher and she was assisted by 3 DCES teachers. All teachers in K - 2 attended. ELA teachers in grades 4 & 5 completed PD with Lead Teacher, Marie Brown on effective reading groups on this day as well.

Walkthroughs and additional PD on November 8 will continue throughout this school year.

Person**Responsible**

Marie Brown (marie.brown@yourcharlotteschools.net)

As aligned to the K -12 CCPS CERP Key Literacy training will be on going PD this school year at DCES. The district is providing eight opportunities for teachers in grades K - 2 to gain reading instruction PD. On these days DCES is also going to be able to provide five additional teachers with this PD. This is due to having a trained Reading Recovery teacher on campus.

Person**Responsible**

Jessica Smith-Jaekel (jessica.smith-jaekel@yourcharlotteschools.net)

Grade Level collaborative planning times will take place every week on Tuesdays during grade level specials times. Teachers will be using CCPS Proficiency Scales, pacing guide, and unit assessments to assist with instructional plans. Teams met during the pre-school PD day and created procedures that they will follow to make these meetings effective.

Person**Responsible**

Jessica Smith-Jaekel (jessica.smith-jaekel@yourcharlotteschools.net)

School wide goal and assessment tracking. Thirty minutes every Monday has been set aside for classroom meetings, goal setting, and performance tracking. Each student, each class, each grade level, and the entire school will be tracking outcomes on Benchmark and FAST assessments. Students will be recording scores and goals in Leadership notebooks. Classroom teachers have been given created charts to record class progress. Principal has created a data board in the office to chart school wide progress.

Person**Responsible**

James Vernon (james.vernon@yourcharlotteschools.net)

Title dollars have been used to provide salaries to extra para professionals and two remediation teachers. These extra positions will allow a reading endorsed teacher to provide instruction to students in need of an

intervention at a small ratio. The Master Schedule provides 30 minutes in the day where these Tier III students will not miss other instruction but will have time for their needed interventions.

Person Responsible James Vernon (james.vernon@yourcharlotteschools.net)

As aligned in the Deep Creek BPIE plan and TS& I subgroup there will be a focus on improving the scores of the ESE students at DCES. Using specials teachers to cover afternoon duties will allow ESE and Gen Ed teachers to collaboratively plan.

Person Responsible James Vernon (james.vernon@yourcharlotteschools.net)

#2. Instructional Practice specifically relating to Math**Area of Focus
Description and
Rationale:****Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Math was identified as an area to continue to improve at DCES. The Math proficiency percentage increased to 68%. In addition, Math gains of the lowest quartile (L25) increased to 58%. DCES wants to keep improving these percentages.

**Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

DCES has set a goal to increase Math proficiency by 4%, which will improve the number of students proficient on the Math end-of-year progress monitoring test to 72%. Although it will not be calculated on the Florida Assessment of Student Thinking (F.A.S.T) progress monitoring this school year, DCES has set a goal of increasing the Math gains of the lowest quartile (L25) by 4%, which will improve the number of L25 students making gains to 62%.

**Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.**

Math proficiency and gains will be monitored using formative and summative assessments.

1. Formative assessments will be used and analyzed during grade level collaborative meetings
 - a. Students in the L25 needing interventions will be assessed weekly or bi-weekly
2. Summative assessments
 - a. REVEAL Unit Assessments (At the end of each unit)
 - b. F.A.S.T Progress Monitoring (Three times BOY, MOY, EOY)

Person responsible for monitoring outcome:

Marie Brown (marie.brown@yourcharlotteschools.net)

**Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.**

1. DCES will follow the Benchmark for Excellent Student Thinking (B.E.S.T) Standards
2. DCES will follow the CCPS pacing guide and use the CCPS Proficiency Scales
3. DCES will use the CCPS adopted curriculum Reveal Mathematics
4. DCES will use FAST & Reveal Unit assessments to determine effectiveness of instruction
5. DCES will use evidence-based programs for interventions. The program being used for Math is Do the Math.

**Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific**

Research shows that effective schools understand the importance of curriculum alignment. DCES will follow the five characteristics that define effective written curriculum. The plan is to stay focused on what has been proven by research to work. When studying effective schools these five areas have always been present. The indicators include ensuring that instruction is aligned to state standards, following pacing guides, using textbooks that are aligned with the written curriculum, using

strategy.**Describe the****resources/****criteria used for****selecting this****strategy.**

formative and summative assessments to determine progress, and identifying and using researched based intervention.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Grade level teams met with administration and analyzed assessment scores from 2021 - 2022 school year. During these meeting strengths and weakness were identified. Instructional and intervention plans were created and goals were set for this school year. This plan and goals will remain the focus throughout the school year. Every Tuesday teams will meet to collaboratively plan together. The CCPS Pacing Guides and Proficiency Scales will be the road map used to determine what needs to be instructed. Revela and indentified intervention will be the curriculum tools. Effectiveness will be based on Unit and FAST assessments.

Person**Responsible**

James Vernon (james.vernon@yourcharlotteschools.net)

Grades 3 - 5 completed professional development on B.E.S.T Math standards during the Professional Development (PD) Day before students returned to school. PD was provided by CCPS Math C & I Mandy Malia.

Walkthroughs and additional PD on November 8 will continue throughout this school year.

Person**Responsible**

Marie Brown (marie.brown@yourcharlotteschools.net)

Grade Level collaborative planning times will take place every week on Tuesdays during grade level specials times. Teachers will be using CCPS Proficiency Scales, pacing guide, and unit assessments to assist with instructional plans. Teams met during the pre-school PD day and created procedures that they will follow to make these meetings effective.

Person**Responsible**

Jessica Smith-Jaekel (jessica.smith-jaekel@yourcharlotteschools.net)

School wide goal and assessment tracking. Thirty minutes every Monday has been set aside for classroom meetings, goal setting, and performance tracking. Each student, each class, each grade level, and the entire school will be tracking outcomes on Benchmark and FAST assessments.

Person**Responsible**

James Vernon (james.vernon@yourcharlotteschools.net)

#3. Instructional Practice specifically relating to Science**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Science was identified as a critical need at DCES. The Science proficiency percentage decreased to 57%.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

DCES has set a goal to increase Science proficiency by 5%, which will improve the number of students proficient on the Science Next Generation Sunshine State Standards to 62%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Science proficiency and gains will be monitored using formative and summative assessments.

1. Formative assessments will be used and analyzed during grade level collaborative meetings
2. Summative assessments
 - a. Elevate Unit Assessments (At the end of each unit)
 - b. Mastery Connect Assessments

Person responsible for monitoring outcome:

Marie Brown (marie.brown@yourcharlotteschools.net)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

1. DCES will follow the Next Generation Sunshine State Standards
2. DCES will follow the CCPS pacing guide and use the CCPS Proficiency Scales
3. DCES will use the CCPS adopted curriculum Elevate Science
4. DCES will use Elevate Unit assessments to determine effectiveness of instruction

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Research shows that effective schools understand the importance of curriculum alignment. DCES will follow the five characteristics that define effective written curriculum. The plan is to stay focused on what has been proven by research to work. When studying effective schools these five areas have always been present.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Grade level teams met with administration and analyzed assessment scores from 2021 - 2022 school year. During these meeting strengths and weakness were identified. Instructional and intervention plans were created and goals were set for this school year. This plan and goals will remain the focus throughout the school year. Every Tuesday teams will meet to collaboratively plan together. The CCPS Pacing Guides and Proficiency Scales will be the road map used to determine what needs to be instructed. Elevate Science will be the curriculum tool. Effectiveness will be based on Unit assessments and Mastery Connects.

Person Responsible

Marie Brown (marie.brown@yourcharlotteschools.net)

Master Schedule is maximized to protect a 30-minute Science block in each grade level.

Person Responsible

James Vernon (james.vernon@yourcharlotteschools.net)

Fifth Grade, which accounts for the totality of the DCES Science grade will be departmentalized to allow these teachers to focus on the Science curriculum.

Person Responsible James Vernon (james.vernon@yourcharlotteschools.net)

DCES will incorporate a "Science Boot Camp", which has been shown as beneficial as a review leading up to the 5th grade Science Test.

Person Responsible Jessica Smith-Jaekel (jessica.smith-jaekel@yourcharlotteschools.net)

Science coach books will be purchased that give daily practice on Science NGSSS FCAT type questions. Teachers will use these books on a daily basis to allow students practice each day on FCAT style Science questions.

Person Responsible Marie Brown (marie.brown@yourcharlotteschools.net)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step**Person Responsible for Monitoring**

N/A

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

DCES has formed a Cub Pride Committee. Research shows that students feeling of belonging and teacher efficacy are two impactful strategies that promote student learning. The goal of the Cub Pride committee is to promote our school vision that We are Cubs and promote a sense of belonging. We are a school family and to act like a Cub you need to remember the 3Rs, which are Ready, Responsible, and Respectful. The Cub Pride committee has created lessons for each teacher that promote these characteristics. They include resources that refresh the expectations at the beginning of each semester. Lessons are shared with all staff members on a Google drive.

Brag tags have also been created that students can earn in their classrooms. Each brag tag can be earned when students show they are Ready, Responsible and Respectful. Each teacher receives a class set of

each brag tag.

Cub Pride also assisted with the creation of school wide bulletin boards where students record academic achievements as well as positive behavior choices.

Cub Pride leadership notebooks are also created where students can create goals and record accomplishments. These notebooks have goal sheets where students will record their goals and academic progress.

DCES has also created a Social Emotional Learning plan which requires one Harmony lesson per week, emphasize SEL strategies during academics, class meetings, Book of the month focusing on a character trait, and a monthly SEL class challenge. Each Monday a 30 minute window is set aside for class meetings, SEL lessons, and goal setting.

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

The stakeholders for promoting a positive culture at DCES include the entire staff. The entire staff is encourage to take every opportunity to make our students feel that DCES is a special place. We want our students and staff to feel they belong to a school family that understands that we all come from different places and have different opinions, but when we are at DCES will will celebrate with each other, help each other, and respect each other.

Key stakeholders that form our Cub Pride Committee, PBIS Committee, and Core team are:

James Vernon, Principal
Jessica Smith-Jaekel, Assistant Principal
Marie Brown, Lead Teacher
Noelle Olby, School Counselor
Marie Navarro, Social Worker
Ashleigh Turley, School Psychologist

Parent letter have been written that will be sent home each month to inform families of the character traits that will be the focus. This will allow families to have discussions and complete activities around these traits at home each month.

The information will be shared at SAC meetings throughout the year in the school updates portion of the meetings.