

Hillsborough County Public Schools

Deer Park Elementary School



2022-23 Schoolwide Improvement Plan

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Deer Park Elementary School

11605 CITRUS PARK DR, Tampa, FL 33626

www.deerpark.mysdhc.org

Demographics

Principal: Edith Lefler

Start Date for this Principal: 8/1/2022

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	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	25%
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 Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (67%) 2018-19: A (72%) 2017-18: A (68%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
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 Hillsborough 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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Deer Park Elementary School

11605 CITRUS PARK DR, Tampa, FL 33626

www.deerpark.mysdhc.org

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	No	25%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	57%

School Grades History

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

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<https://www.floridacims.org>.

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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.

Building a community of successful life-long learners.

Provide the school's vision statement.:

We will provide a warm safe environment that nurtures academic and social emotional growth for all learners.

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
Lefler, Edith	Principal	Ensure the safety of all students and staff. Creating a positive school culture Creating a long term plan for student academic success Cultivating leadership in others Managing people, data and processes. Improving school leadership
Findley, Eric	Assistant Principal	Ensure the safety of all students and staff. Creating a positive school culture Creating a long term plan for student academic success Cultivating leadership in others Managing people, data and processes. Improving school leadership

Demographic Information

Principal start date

Monday 8/1/2022, Edith Lefler

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.*

8

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.*

10

Total number of teacher positions allocated to the school

60

Total number of students enrolled at the school

970

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

2

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

2

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	168	161	143	188	159	122	0	0	0	0	0	0	0	941
Attendance below 90 percent	1	23	25	23	17	13	0	0	0	0	0	0	0	102
One or more suspensions	0	0	0	3	0	2	0	0	0	0	0	0	0	5
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	2	14	13	0	0	0	0	0	0	0	29
Level 1 on 2022 statewide FSA Math assessment	0	0	0	2	8	6	0	0	0	0	0	0	0	16
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	3	2	1	0	0	0	0	0	0	0	6

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	0	0	0	2	0	0	0	0	0	0	0	0	0	2
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

Monday 8/29/2022

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	151	136	162	147	119	146	0	0	0	0	0	0	0	861
Attendance below 90 percent	0	6	11	7	3	6	0	0	0	0	0	0	0	33
One or more suspensions	0	0	1	0	1	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	6	0	0	0	0	0	0	0	0	0	6
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	4	0	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	1	1	0	0	0	0	0	0	0	0	2

The number of students identified as retainees:

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

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	151	136	162	147	119	146	0	0	0	0	0	0	0	861
Attendance below 90 percent	0	6	11	7	3	6	0	0	0	0	0	0	0	33
One or more suspensions	0	0	1	0	1	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	6	0	0	0	0	0	0	0	0	0	6
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	4	0	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	1	1	0	0	0	0	0	0	0	0	2

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	78%	53%	56%				82%	52%	57%
ELA Learning Gains	67%						70%	55%	58%
ELA Lowest 25th Percentile	46%						61%	50%	53%
Math Achievement	81%	50%	50%				81%	54%	63%
Math Learning Gains	72%						75%	57%	62%
Math Lowest 25th Percentile	57%						58%	46%	51%
Science Achievement	67%	59%	59%				79%	50%	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	84%	52%	32%	58%	26%
Cohort Comparison		0%				
04	2022					
	2019	79%	55%	24%	58%	21%
Cohort Comparison		-84%				
05	2022					
	2019	83%	54%	29%	56%	27%
Cohort Comparison		-79%				

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	83%	54%	29%	62%	21%
Cohort Comparison		0%				
04	2022					
	2019	86%	57%	29%	64%	22%
Cohort Comparison		-83%				
05	2022					
	2019	75%	54%	21%	60%	15%
Cohort Comparison		-86%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	78%	51%	27%	53%	25%
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	34	31		43	56	55	18				
ELL	76	70	50	79	72	52	55				
ASN	85	81	46	89	82		92				
BLK	64			71							
HSP	72	65	53	68	59	48	45				
MUL	77	79		86	71						
WHT	77	58	39	83	71	59	69				
FRL	70	46	24	67	67	48	44				
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	48	40		44	70						
ELL	76	82		74	77		71				
ASN	90	83		95	91		96				
BLK	54			38							
HSP	69	67		69	60		58				
MUL	68			79							
WHT	79	53		76	55	27	65				
FRL	65	63		59	63	50	32				
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	25	29	16	30	44	45	20				
ELL	69	70	65	72	64	53	73				
ASN	92	75	73	93	83		93				
BLK	71	57		67	57		70				
HSP	71	66	57	66	71	61	68				
MUL	75	69		80	69						
WHT	85	71	59	84	76	52	83				
FRL	73	68	57	67	70	59	65				

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	67
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	66
Total Points Earned for the Federal Index	534

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	99%
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	65
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	78
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	68
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	60
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	78
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	65
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	54
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?

Our overall data for the 2022 indicated a upward movement from the previous year. We especially exceled in the area of Math. We matched or surpassed some of data from pre pandemic years. Which indicates teachers continue to fill in gaps as we had a 60% of our students learning from home the previous year.

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

Our bottom quartile in the area of ELA indicates an area that could be improved. Only 46% of BQ students made gains in ELA. This data is connected to our SWD ESSA data were only 40% are proficient in ELA. There is also an opportunity for growth in the area of Science.

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

We have been working on filling in gaps for our students. A high percentage of students participated in elearning in 2021. In addition, providing consistent targeted small group instruction is an area that can continue to grow. Last year we had and VE vacancy that impacted our SWD. We also had a 4th grade ELA teacher vacancy all year.

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

Our Math Data showed great gains with 81% of our students scoring in the proficient range. Also 72% of our students made gains in Math.

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

Teachers provided students with targeted instruction through small group or Iready.

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

Intentional Small Group Instruction
More designated Grade Level PLC time
Provide teacher with Professional Development in the areas planning and strategies to use during small group instruction.

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 during preplanning focused on all content areas. Teachers are learning how to implement the planning guides provided by the district. We will implement a new reading series in grades 3-5. Teachers will be encouraged to observe each others classes and plan collaboratively to meet their students needs.

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

Building providing teachers with inhouse professional development, this builds capacity and the ability to collaborate about information learned.

Areas of Focus

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

:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

only 40% of students scored proficient range.

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

We would like for 50% or higher of SWD to score in the proficient range

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

We will use the state progress monitoring assessment to monitor along with student running records. Third grade will also use I Ready

Person responsible for monitoring outcome:

Edith Lefler (edith.lefler@hcps.net)

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

ESE is using Brainspring Phonics First, which is a multi-sensory, systematic, structured, sequential phonics based, direct instruction approach to teaching at risk, struggling readers.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Brainspring Phonics First is a scientific research-based program. Students who are taught using this program make significant gains in reading and spelling while building life long understanding of the structure of language. HCPS adopted this curriculum and trained all ESE professionals to use this program effectively. Each child is assessed at the beginning of the year or when they are found eligible for an ESE program, to see where they should be placed according to level. They are then tested throughout the year to monitor progress.

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.

No action steps were entered for this area of focus

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.

Our staff is committed to having a positive school culture. We have continued growing and learning about the The 7 Mindsets which is based upon years of extensive research into the fundamental mindsets that guide and empower the world's happiest people and highest achievers. The 7 Mindsets have been designed to promote self-awareness, self-management, social awareness, relationship skills, and responsible decision-making in students.

The 7 Mindsets are: Everything is Possible, Attitude of Gratitude, Passion First, Live to Give, We are Connected, The Time is Now, and 100% Accountable. In addition below are some of the strategies that we use school wide to promote a positive culture.

Community/Classroom Meetings

Small Guidance Groups as needed

Bulletin Boards in Common Areas Emphasizing Positive Character, Kindness and the 7 Mindsets

Monthly 7 Mindsets aligned with School-wide Behavior Plan with teachers facilitating lessons in each classroom weekly.

Ranger of the Month awards to be aligned with each mindset.

Effort Awards of the Week (one student per class is chosen each day/week to visit administration for an "Effort Award" linked to the 7 Mindsets.

Classroom Counseling Lessons utilizing various curricula

Wellness Wednesday on the morning show with school counselors

Parent 7 Mindsets newsletters distributed monthly via ClassDojo

School Student Ambassador group SALT

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

Stakeholder are staff, students, parents, and community. Teachers will incorporate one mindset a month using lessons from the portal. Information and strategies are shared with parents monthly. Students on our ambassadors and morning show will continue to highlight mindsets.