

Orange County Public Schools

Deerwood Elementary



2022-23 Schoolwide Improvement Plan

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Deerwood Elementary

1356 S ECONLOCKHATCHEE TRL, Orlando, FL 32825

<https://deerwoodes.ocps.net/>

Demographics

Principal: Melanie May

Start Date for this Principal: 6/1/2018

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)	85%
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 White Students Economically Disadvantaged Students
School Grades History	2021-22: A (71%) 2018-19: A (64%) 2017-18: A (62%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Orange County School Board on 1/24/2023.

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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<https://deerwoodes.ocps.net/>

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	85%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	48%

School Grades History

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

School Board Approval

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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.

With the support of families and the community, we create enriching and diverse pathways that lead our students to success.

Provide the school's vision statement.

To ensure every student has a promising and successful future.

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
May, Melanie	Principal	<p>Once a week the Leadership team meets as a group to discuss the current status of the school. Each team member has specific duties and responsibilities that contribute to the overall shared decision making process. Dr. May oversees the overall decision making process, as well as observes and evaluates the instructional staff. Dr. May also partakes in weekly data meetings, common planning, MTSS, and PLCs. In addition Dr. May works directly with teachers as instructional leaders to develop and monitor best practices for academic instruction. Classroom walk-throughs are conducted to ensure instructional practices are aligned to the Florida BEST standards.</p>
Pagan, Mary	Instructional Coach	<p>Mrs. Pagan collaborates with grade level teams and individual teachers to monitor student progress and make recommendations for instructional changes. She works closely with new teachers and is responsible for overseeing new teacher mentorship. Mrs. Pagan also oversees weekly data meetings, common planning, MTSS, and PLCs. In addition Mrs. Pagan collects the weekly data from each teacher on their common assessments and identifies systematic patterns of student need while working with both school and district personnel to identify appropriate, evidence-based intervention strategies. She assists teachers with understanding the district's Curriculum Resource Materials (CRMs) and any other resources available to them for their common planning. Mrs. Pagan participates in the design and delivery of professional development. She is responsible for working with a small group of students to help foster academic progress along with any other duties assigned.</p>
LoTurco, Rebecca	School Counselor	<p>Ms. Loturco collaborates with the behavior specialist and MTSS coach to work together to support students with their social-emotional needs. She provides monthly guidance lessons for all K-5 classrooms and works directly with the teachers to support behavioral needs within the classroom. Ms. Loturco is responsible for monitoring students who are eligible for services through the McKinney-Vento Program (MVP) and provides resources or support for these families identified as homeless. Ms. Loturco also works with a small group of students to help foster academic progress and additional duties as assigned.</p>
Allen, Jennifer	Curriculum Resource Teacher	<p>The Curriculum Resource Teacher collaborates with grade level teams and individual teachers to monitor student progress and make recommendations for instructional changes. Ms. Allen assists teachers with understanding the district's Curriculum Resource Materials (CRMs) and any other resources available to them for their common planning. The CRT also partakes in weekly data meetings, common planning, MTSS, and PLCs. Ms. Allen oversees administration and compliance for all state testing. She is responsible for school scheduling and works with a small group of students to help foster academic progress. Ms. Allen works with teachers to coordinate field trips, is the school Skyward Cap, submits PD points for staff, provides professional development for staff along with other duties as assigned.</p>

Name	Position Title	Job Duties and Responsibilities
Lean, Lori	Staffing Specialist	The staffing specialist monitors services and accommodations provided to students and ensures their IEP plans are up to date and followed. Ms. Lean works with the team of teachers of exceptional education students to review the curriculum, assessment, and instruction. She helps develop IEP plans, EP plans and Section 504 plans. Ms. Lean also works with a small group of students to help foster academic progress and additional duties as assigned.

Demographic Information

Principal start date

Friday 6/1/2018, Melanie May

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.*

2

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.*

7

Total number of teacher positions allocated to the school

40

Total number of students enrolled at the school

475

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

5

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

7

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	78	71	60	72	80	69	0	0	0	0	0	0	0	430
Attendance below 90 percent	3	1	3	3	5	1	0	0	0	0	0	0	0	16
One or more suspensions	2	0	1	1	2	1	0	0	0	0	0	0	0	7
Course failure in ELA	1	1	4	4	3	0	0	0	0	0	0	0	0	13
Course failure in Math	1	1	2	3	2	0	0	0	0	0	0	0	0	9
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	12	11	3	0	0	0	0	0	0	0	26
Level 1 on 2022 statewide FSA Math assessment	0	0	0	10	8	1	0	0	0	0	0	0	0	19
Number of students with a substantial reading deficiency	0	0	0	8	5	0	0	0	0	0	0	0	0	13

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	3	1	4	8	6	1	0	0	0	0	0	0	0	23

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	4	0	0	0	0	0	0	0	0	0	4
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 7/25/2022

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	25	62	57	73	78	74	0	0	0	0	0	0	0	369
Attendance below 90 percent	7	14	6	14	8	10	0	0	0	0	0	0	0	59
One or more suspensions	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	1	5	2	0	0	0	0	0	0	0	8
Course failure in Math	0	0	0	1	3	2	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency	3	2	7	2	0	0	0	0	0	0	0	0	0	14

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	4	3	0	0	0	0	0	0	0	8

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	0	1	1	0	1	0	0	0	0	0	0	0	4
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	25	62	57	73	78	74	0	0	0	0	0	0	0	369
Attendance below 90 percent	7	14	6	14	8	10	0	0	0	0	0	0	0	59
One or more suspensions	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	1	5	2	0	0	0	0	0	0	0	8
Course failure in Math	0	0	0	1	3	2	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency	3	2	7	2	0	0	0	0	0	0	0	0	0	14

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	4	3	0	0	0	0	0	0	0	8

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	0	1	1	0	1	0	0	0	0	0	0	0	4
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	71%	56%	56%				71%	57%	57%
ELA Learning Gains	70%						65%	58%	58%
ELA Lowest 25th Percentile	58%						64%	52%	53%
Math Achievement	76%	46%	50%				73%	63%	63%
Math Learning Gains	81%						63%	61%	62%
Math Lowest 25th Percentile	70%						47%	48%	51%
Science Achievement	74%	61%	59%				62%	56%	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	77%	55%	22%	58%	19%
Cohort Comparison		0%				
04	2022					
	2019	72%	57%	15%	58%	14%
Cohort Comparison		-77%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	64%	54%	10%	56%	8%
Cohort Comparison		-72%				

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	78%	62%	16%	62%	16%
Cohort Comparison		0%				
04	2022					
	2019	84%	63%	21%	64%	20%
Cohort Comparison		-78%				
05	2022					
	2019	58%	57%	1%	60%	-2%
Cohort Comparison		-84%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	60%	54%	6%	53%	7%
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	19	60	60	28	67						
ELL	68	75		77	96						
ASN	90			100							
BLK	65	69		63	67						
HSP	68	75	65	76	87	82	63				
WHT	72	59	40	78	76	73	82				
FRL	64	71	58	73	84	74	69				

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	31	17		18	17		15				
ELL	54	21		63	21		23				
ASN	100			100							
BLK	63			56							
HSP	69	38		67	34		43				
WHT	73	57		74	62		54				
FRL	69	40	20	66	30		48				
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	36	43	55	37	50	45	50				
ELL	57	62	73	63	67	64	48				
BLK	59	50		71	55						
HSP	62	59	67	66	60	59	51				
WHT	84	71	60	81	64	27	73				
FRL	63	60	59	66	62	54	56				

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)	N/A
OVERALL Federal Index – All Students	72
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	74
Total Points Earned for the Federal Index	574
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	47
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	78

English Language Learners	
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	95
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	66
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	73
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	69
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	72
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 trend which emerges across grade levels, subgroups and core content is an improvement in 5th grade proficiency in ELA and Math, but a decrease in proficiency in 3rd and 4th grade ELA and Math.

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

Based off progress monitoring and 2022 state assessments, the lowest 25 percent learning gains in 4th grade ELA and Math demonstrate the greatest need for improvement.

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 to this need for improvement include students returning to face to face learning after participating in distance learning for the entire 3rd grade year, the 4th grade team had a 1st year teacher and a new to 4th grade teacher, during the 2020-2021 school year the current 4th grade students had high proficiency scores in 3rd grade ELA. To address the need for improvement targeted instruction, an additional tier 1 intervention teacher and additional lesson planning support with instructional coaches will be needed.

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

Based off progress monitoring and 2022 state assessments, our lowest 25 percent showed the most improvement with a large increase in learning gains when compared to the 2020-2021 data..

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

In January 2022, our school added a Tier 1 intervention teacher to target our lowest 25 percent in FBS and classroom support. This along with weekly tutoring and targeted small group instruction led to these improvements.

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

We will be adding an additional Tier 1 Intervention teacher as well as a second tutor, teachers will receive training on the BEST standards and implementing the new CRMs. More teachers and staff will be receiving SIPP kits in order to accelerate learning.

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.

Monthly teacher and paraprofessional development, weekly PLCs, additional planning time with instructional coaches to do a deeper dive into the BEST standards and new CRMs and school wide professional development on SIPPS will all be provided at the school to support teachers and leaders.

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

Vertical planning among grade levels, PLCs with an emphasis on differentiation in Tiers, new teacher and mentor training, the addition of a second Tier 1 Intervention teacher and tutor will be implemented to ensure sustainability of improvement in the next year and beyond.

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.

Deerwood 5th grade increased in ELA proficiency for the 2021-22 school year, however, 3rd and 4th grade did not demonstrate the same growth. In order to increase proficiency for the ESSA subgroups and lowest 25%, all Deerwood teachers need to further build their capacity through professional learning in the areas of differentiated whole and small group ELA instruction.

Measurable**Outcome:**

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

ELA proficiency will increase by at least 4% to 75% proficiency on the Statewide ELA Florida Assessment for Student Thinking from the 2021-2022 Florida Statewide Assessment.

Monitoring:

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

To monitor growth in ELA proficiency, the leadership team and grade-level teams will regularly engage in data analysis of formative and summative assessments

Person responsible for monitoring outcome:

Melanie May (melanie.may@ocps.net)

Evidence-based Strategy:

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

Deerwood's instructional teams will continue to use the backward design strategy, meaning teachers will begin planning instruction with the end in mind. The instructional leadership team will utilize formative/summative assessment data and feedback from classroom observations to measure and monitor mastery of standards. Additionally, there will be an intense focus on common summative assessment results and FAST monitoring to determine next steps for instruction.

Rationale for Evidence-based Strategy:

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

Backward design will improve the alignment of assessment, curriculum, and instruction to build the capacity of teachers and increase student proficiency

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.

The leadership team will provide classroom teachers with professional learning specifically tailored to help teachers grow in the area of lesson planning using the backward-design model. (Leadership Team)

Person Responsible Melanie May (melanie.may@ocps.net)

Utilize district-prescribed focus/assessment calendar that identifies standards to be mastered each marking period to plan, deliver, and assess learning. (Administration/Leadership Team)

Person Responsible Melanie May (melanie.may@ocps.net)

During common planning, instructional teams will analyze student data for the purpose of providing targeted and differentiated instruction to all students. (Teachers/Administration/Leadership Team)

Person Responsible Melanie May (melanie.may@ocps.net)

Administration will conduct classroom observations and provide timely, actionable feedback with an intense focus on differentiating instruction for students. (Administration)

Person Responsible Melanie May (melanie.may@ocps.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.

Our current level of proficiency is 76%, as evidenced in 2022 FSA Mathematics Data. We expect our Mathematics proficiency level to be 80% by end of the 2022-23 school year. The problem/gap is occurring because data is not consistently utilized to plan for differentiation, intervention and scaffolded instruction to increase student achievement.

Measurable Outcome:

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

The percent of all 3-5 students achieving mathematics proficiency will increase from 76% to 80%, as measured by the Florida Assessment of Student Thinking.

Monitoring:

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

Ongoing monitoring of desired EOY outcomes will occur during grade level data chats and monthly grade level presentations facilitated by the grade level team leader. The Instructional Leadership Team will continue conduct weekly walkthroughs and track staff progress.

Person responsible for monitoring outcome:

Melanie May (melanie.may@ocps.net)

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

Support and strengthen staff ability to utilize data to plan for differentiation, intervention, scaffolded instruction and acceleration to increase student achievement. Ensure that teachers plan for regular assessment opportunities (both formally and informally) and utilize data to modify, adjust and accelerate instruction.

Rationale for Evidence-based Strategy:

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

Our quantitative and qualitative data during the 2022-23 school year reveals that utilizing data to plan for differentiation, intervention, and providing necessary scaffolds is an area of growth.

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.

Provide embedded coaching support and PD to support teachers utilizing multiple forms of data (FAST Beginning of the year and Middle of the year evaluations, Formative assessments, Unit assessments, student work analysis, iReady Classroom Math lesson quizzes) to drive instruction (school-wide)

Person Responsible

Melanie May (melanie.may@ocps.net)

Schedule weekly structured, collaborative planning sessions with embedded content coach (during weekly PLCs) using progression documents to plan instructional supports needed including acceleration

Person Responsible

Melanie May (melanie.may@ocps.net)

Engage staff in ongoing mathematics professional development as aligned to areas of need based on weekly walkthrough trend data

Person Responsible

Melanie May (melanie.may@ocps.net)

#3. -- Select below -- specifically relating to

Area of Focus Description and Rationale:

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

Measurable Outcome:

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

Monitoring:

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

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

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

Rationale for Evidence-based Strategy:

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

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

#4. -- Select below -- specifically relating to

Area of Focus Description and Rationale:

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

Measurable Outcome:

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

Monitoring:

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

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

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

Rationale for Evidence-based Strategy:

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

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.

In order to establish a positive school culture and climate, Deerwood will use the data from the 21-22 Panorama Survey to improve our positive culture and environment. One of our focusses will be on supporting and providing targeted professional development to our classified staff. Another focus will be on providing opportunities for our instructional staff to spotlight their best practices in what we are calling Sunshine Groups. Teachers will also be a part of Garden Groups which are vertically aligned and will be focused Math, ELA, Science and Social and Emotional Learning.

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

Our principal and staffing specialist will facilitate the implementation of our Para PDs. Our school counselor and one member from each grade level will comprise our SEL committee. Our Leadership team will take on the role of promoting a positive culture and learning environment through our Sunshine Groups and Garden Groups. Our leadership team will also collaborate with stakeholders, through School Advisory Council, to reflect on implementation and determine next steps. Development of positive culture and environment is further enhanced through district programs such as the Parent Academy.