

School District of Osceola County, FL

Deerwood Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	11
III. Planning for Improvement	16
IV. ATSI, TSI and CSI Resource Review	28
V. Reading Achievement Initiative for Scholastic Excellence	28
VI. Title I Requirements	31
VII. Budget to Support Areas of Focus	0

Deerwood Elementary School

3701 MARIGOLD AVE, Kissimmee, FL 34758

www.osceolaschools.net

School Board Approval

This plan was approved by the Osceola County School Board on 10/10/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Our mission at Deerwood Elementary School is to be steadfast in our commitment to working collaboratively to make our school the best school in Osceola County and beyond.

Provide the school's vision statement.

We will guarantee our Challenger community has the education they deserve by:
Creating a collaborative community that cultivates and empowers future leaders.
Meeting the needs of each diverse learner on their learning pathway.
Instilling confidence in all Challengers that they can innovate to become the best at what they choose.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Torres, Millie	Principal	Responsible for the operation and management of all activities and functions which occur within the school; all aspects of student achievement, instructional leadership, organizational leadership as well as professional ethical behavior. To recruit, retain and develop an effective and diverse faculty and staff. To actively cultivate, support, and develop other leaders within the organization. To employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data. Responsible to develop positive school-community relations including contacts with parents, community groups, other educational agencies, school officials and the general public.
Fuller, Courtney	Assistant Principal	Responsible to assist the principal in the operation and management of all activities and functions which occur within the school, as well as, student achievement, instructional leadership, organizational leadership and maintain professional ethical behavior. To recruit, retain and develop an effective and diverse faculty and staff. To actively cultivate, support, and develop other leaders within the organization. To employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data. Serve as a liaison between and among the principal to create positive school-community relations including contacts with parents, community groups, other educational agencies, school officials and the general public.
Rosario, Ysmenia	Instructional Coach	MTSS Coordinator Academic and Behavioral Intervention Coordinator and Support, Data Coordinator, School-wide PBIS Lead. Academic and Behavioral Interventionist. Monitor and act upon student attendance. Testing Coordinator Organize schedules for State Assessments and District Platform Assessments, Responsible for working with, Communicate with community regarding testing dates.
Medrano, Aubrey	Reading Coach	ELA Curriculum and Instructional Support, Literacy Professional Development, Routinely conduct Coaching Cycles, Reading Programs Coordinator, Social Studies Support, Literacy Interventionist. Data analysis; Material and Resources Monitoring and Support.
Alli, Silyn	Instructional Coach	Math and Science Instructional Lead, Math and Science Professional Development, Math and Science Program Coordinator, Math and Science Interventionist, Data analysis; Material and Resources Monitoring and Support.
Isaac, Michelle	School Counselor	Counselor, Families in Transition Coordinator, Classroom Guidance.

Name	Position Title	Job Duties and Responsibilities
Antido, Rina	Teacher, K-12	PLT Lead, Model Classroom

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The School Improvement Plan was developed by a team of administrators, leadership team members, and teacher leaders by analyzing trend data, Early Warning System data, and cohort data. Then, the team determined areas of focus, and systems to support implementation and ways to problem solve throughout implementation. The School Improvement Plan will be taken to the School Advisory Council comprised of business partners, families, students, and teachers for feedback and further collaboration. Based on this collaboration, the implementation of the plan and monitoring systems will begin. Progress toward goals, action steps taken, and adjustments made will be collaborated upon and communicated to all stakeholders through the School Advisory Council. School Advisory Council Meetings will take place monthly with the agenda being communicated to SAC Committee members a week in advance. The meeting will also be marketed to all in the school community. Each SAC Meeting will include School Improvement Plan topics such as: School Improvement Plan Overview and Collaboration, Measurable Outcome Progress, Action Step and Next Step Progress, and Problem Solving.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The school leadership team will use the Stocktake progress monitoring system monthly to ensure adequate progress toward the measurable outcomes. Stocktake ratings will be calibrated by the Instructional Leadership Team and influenced by common student achievement data (Check for Understanding, Unit Assessments, STAR, FAST, NWEA), classroom observation data, along with progress toward action steps and next steps. Each Stocktake progress monitoring will generate next steps for leadership team member's responsible for each area of focus. Next steps may impact changes to the school improvement plan.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	92%

2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT)* Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: D
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	37	32	29	28	13	19	0	0	0	158	
One or more suspensions	6	6	1	7	5	8	0	0	0	33	
Course failure in English Language Arts (ELA)	0	0	0	6	24	21	0	0	0	51	
Course failure in Math	0	0	0	3	10	11	0	0	0	24	
Level 1 on statewide ELA assessment	0	0	0	4	22	22	0	0	0	48	
Level 1 on statewide Math assessment	0	0	0	3	21	31	0	0	0	55	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	22	0	0	4	0	0	0	0	0	26	
	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 that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	3	1	7	11	19	0	0	0	43

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	51	50	47	45	61	0	0	0	254	
One or more suspensions	0	0	0	0	1	0	0	0	0	1	
Course failure in ELA	0	0	4	1	1	5	0	0	0	11	
Course failure in Math	0	0	3	3	4	3	0	0	0	13	
Level 1 on statewide ELA assessment	0	0	0	0	20	25	0	0	0	45	
Level 1 on statewide Math assessment	0	0	0	0	18	30	0	0	0	48	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	36	50	57	48	50	0	0	0	241	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	36	50	47	16	20	0	0	0	169

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	51	50	47	45	61	0	0	0	254	
One or more suspensions	0	0	0	0	1	0	0	0	0	1	
Course failure in ELA	0	0	4	1	1	5	0	0	0	11	
Course failure in Math	0	0	3	3	4	3	0	0	0	13	
Level 1 on statewide ELA assessment	0	0	0	0	20	25	0	0	0	45	
Level 1 on statewide Math assessment	0	0	0	0	18	30	0	0	0	48	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	36	50	57	48	50	0	0	0	241	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	36	50	47	16	20	0	0	0	169

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	37	44	53	43	48	56	35		
ELA Learning Gains				59			23		
ELA Lowest 25th Percentile				57			12		
Math Achievement*	36	46	59	41	44	50	32		
Math Learning Gains				52			22		
Math Lowest 25th Percentile				51			28		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	47	43	54	37	46	59	27		
Social Studies Achievement*					55	64			
Middle School Acceleration					42	52			
Graduation Rate					42	50			
College and Career Acceleration						80			
ELP Progress	50	59	59	51			59		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	39
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	195
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	391
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	12	Yes	4	2
ELL	35	Yes	2	
AMI				
ASN				
BLK	34	Yes	1	
HSP	38	Yes	1	
MUL				
PAC				
WHT	47			
FRL	38	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	31	Yes	3	1
ELL	37	Yes	1	
AMI				
ASN				
BLK	46			
HSP	49			
MUL				
PAC				
WHT	40	Yes	1	
FRL	50			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	37			36			47					50
SWD	10			16			10				4	
ELL	33			29			40				5	50
AMI												
ASN												
BLK	43			31			44				4	
HSP	34			34			46				5	50
MUL												
PAC												
WHT	37			56							2	
FRL	34			34			46				5	50

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	43	59	57	41	52	51	37					51
SWD	20	40	56	20	27	23	13					45
ELL	32	48	31	31	49	43	12					51
AMI												
ASN												
BLK	45	57		38	58		32					
HSP	43	58	55	41	48	54	37					53
MUL												
PAC												
WHT	33			47								
FRL	43	61	57	42	56	54	32					56

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	35	23	12	32	22	28	27					59
SWD	11	10	8	7	18	33	5					
ELL	22	19	9	23	22	25	20					59

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN												
BLK	37	40		34	20		20					
HSP	35	21	8	30	22	29	28					61
MUL												
PAC												
WHT	26			20								
FRL	31	24	14	30	18	13	23					63

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	47%	44%	3%	54%	-7%
04	2023 - Spring	43%	49%	-6%	58%	-15%
03	2023 - Spring	25%	44%	-19%	50%	-25%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	27%	49%	-22%	59%	-32%
04	2023 - Spring	40%	48%	-8%	61%	-21%
05	2023 - Spring	42%	41%	1%	55%	-13%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	45%	40%	5%	51%	-6%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

Based on the third FAST Progress Monitoring assessment during the 2022-2023 school year, 40% of third through fifth graders demonstrated mastery of grade level ELA benchmarks. Compared to the FSA the previous school year, this is a decrease of proficient students by 3%. In 5th grade, 38 out of 81 students, or 47% achieved mastery of the grade level reading benchmarks. In 4th grade, 35 out of 70 students, or 50% achieved mastery of the grade level reading benchmarks. Finally, in 3rd grade, 17 out of 73 students, or 23% achieved mastery of the grade level reading benchmarks. The 3rd grade cohort was served by a team of teachers that experienced transition three times, 3 out of 4 who were out of field, and 2 who were new and struggled with classroom management and adjusting to new benchmarks and curriculum. Additionally, last year's leadership team struggled to facilitate training, support, and guidance for this team to systematically collect, analyze, and act upon student achievement data. Without accurate readings of how students were responding in the moment to instruction throughout the year, we struggled to accurately gauge and adjust plans for support for this cohort of students.

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

The component that showed the greatest decline from the prior year was reading proficiency according to the spring 2022-2023 FAST progress monitoring. According to the 2021-2022 FSA, 43% of students demonstrated mastery of Florida State Standards. According to the 2022-2023 FAST Assessment, 40% of students demonstrated mastery of the B.E.S.T ELA Benchmarks. The 3rd grade cohort of students had 17 out of 73 students demonstrating mastery on the FAST Assessment by progress monitoring 3 due to multiple teacher transitions, teachers being new to the field and out of field, and who were therefore struggling with classroom management. Last year's leadership team also struggled to facilitate training, support, and guidance for this team to systematically collect, analyze, and act upon student achievement data. Without accurate readings of how students were responding in the moment to instruction throughout the year, we struggled to accurately gauge and adjust plans for support for this cohort of students.

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

The component that had the greatest gap compared to the state average was Math proficiency according to the 2022-2023 FAST assessment. The state average was 56%. On the beginning of the year FAST Progress Monitoring, 0% of 3rd Grade students were proficient at grade level benchmarks, 3% of 4th Grade students were proficient at grade level benchmarks, and 2% of 5th Grade students were proficient at grade level benchmarks. The school leadership team, support staff, and grade level teachers deployed interventions to close achievement gaps within a year. However, the interventions used did not yield adequate results for all students in all grade levels. Moving forward, mathematics intervention curriculum, instruction, and assessment will improved to guarantee an improved rate of progress.

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

The data component that showed the most improvement was Science. This component increased from 36% of students demonstrating mastery of science benchmarks according to the 2021-2022 FSSSA compared to the 2022-2023 FSSSA where 45% of students demonstrated mastery of the science benchmarks. Actions taken in this area were focused groups that completed hands-on and text-based tasks that aligned to Fair Game Benchmarks and 5th Grade Investigation and Experiment Lessons on Nature of Science Benchmarks that allowed students to apply Nature of Science knowledge to various scientific theories and principles. Finally, the 5th Grade Science Professional Learning Community was strong in analyzing and acting upon common formative data so students could receive intervention, practice, and enrichment for each benchmark as it was taught throughout the school year.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Our greatest EWS areas of concern are 158 students with 10+ absences during the 22-23 school year along with a high number of Level Ones on State Assessments (48 level 1 in ELA and 55 level 1 in Mathematics). Upon reflecting on these two areas of concern, it is clear they go hand in hand. Students must be in school to receive benchmark aligned Tier 1 instruction, as well as intensive intervention that will close learning gaps and increase achievement levels past Level 1.

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

The highest areas of priority for Deerwood Elementary School for benchmark aligned curriculum, instruction, and assessment are:

1. Reading
2. Mathematics
3. Science
4. Climate and Culture to Support Teaching and Learning
5. Intervention Systems to Support Student Diagnosed Need and Data Analysis to Guarantee Adequate Progress

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority 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 crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The Literacy data for Deerwood Elementary for the 2022-2023 School Year showed 38% of all 3rd through 5th grade students were reading at a proficient level. Benchmark-aligned curriculum (phonics d=0.48, comprehension d=0.50 and writing d=0.53), instruction (classroom discourse d=0.82), and assessment in Tier 1 ELA classrooms will result in an increase of student achievement.

Citations:

"Visible Learning - Classroom Discussion Details." [Www.visiblelearningmetax.com](http://www.visiblelearningmetax.com), June 2023, www.visiblelearningmetax.com/influences/view/classroom_discussion.

"Visible Learning - Phonics Instruction Details." [Www.visiblelearningmetax.com](http://www.visiblelearningmetax.com), June 2023, www.visiblelearningmetax.com/influences/view/phonics_instruction. Accessed 3 Oct. 2023.

"Visible Learning - Reading Comprehension Programs Details." [Www.visiblelearningmetax.com](http://www.visiblelearningmetax.com), June 2023, www.visiblelearningmetax.com/influences/view/reading_comprehension_programs. Accessed 3 Oct. 2023.

"Visible Learning - Writing Programs Details." [Www.visiblelearningmetax.com](http://www.visiblelearningmetax.com), June 2023, www.visiblelearningmetax.com/influences/view/writing_programs.

Measurable Outcome:

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

By the end of the 2023-2024 school year, ELA Proficiency will improve by 15% to reach an overall proficiency of 53% or higher as measured by the FAST and STAR Assessments.

Monitoring:

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

1. Literacy coach, leadership team members, and administration will monitor and support PLT planning sessions.
2. Literacy coach, leadership team members, and administration will monitor and support PLT data analysis sessions.
3. Literacy coach will bring weekly instructional alignment plan to leadership team to problem solve how to facilitate planning and data analysis conversations with Professional Learning Teams (documented through weekly alignment plans and shared documents).
4. Leadership team will calibrate and collect data using a common tool classroom observation tool. Then, the team will analyze data and make coaching, professional learning, and PLC adaptations in order to guarantee instructional improvement (documented through classroom observation tool and discussions documented on Stocktake Spreadsheets).
5. Evidence of adequate progress toward impact on student achievement will be monitored using Checks for Understanding built into the Curriculum Unit Plans, Unit Assessments, along with FAST and STAR Progress Monitoring Assessments.

Person responsible for monitoring outcome:

Aubrey Medrano (aubrey.medrano@osceolaschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence-based intervention used for Tier 1 ELA instruction is Florida Benchmark Advanced Curriculum for fluency, vocabulary and comprehension. The evidence-based intervention used for Tier 1

ELA instruction is Open Court for phonics, phonemic awareness and foundational skills. Instructional alignment will focus on the ELA Expectations that are overarching skills that run through each benchmark of literacy. We will focus on EE.1.1 (Cite evidence to explain and justify reasoning), EE.2.1 (Read and comprehend grade-level complex texts proficiently), EE.4.1 (Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations).

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Higher level learning closes the achievement gap quicker. If students are constantly exposed to below grade level expectations, the gap will continue to widen as they lose exposure to grade level standards and expectations. According to "Taking Action: Handbook for RTI at Work", "to learn at high levels, students must have access to grade-level curriculum each year." (Buffum, Mattos, Malone, 2018). Schoolwide literacy is essential to and directly correlates to student achievement. A strong foundation in reading will help students achieve across subject areas. The ability to read, write, think and solve critically using complex texts prepares students to be successful in their educational career and to become productive citizens within a 21st Century society.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

1. Teachers will meet weekly to plan for benchmark aligned, released instruction that allows for students engaging in complex text.

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

By When: Weekly - August 10, 2023 through May 30, 2024

2. Teachers will meet weekly to analyze data based on benchmark aligned formative and summative assessments and will adjust instruction according to student need until benchmark mastery is reached.

Person Responsible: [no one identified]

By When: Weekly - August 10, 2023 through May 30, 2024

3. Teachers will receive professional learning on ELA planning protocol, aligning ELA benchmarks to Curriculum Taks, ELA Expectations, and Assessments, Open Court and Lexia.

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

By When: August 8, 2023, September 22, 2023 and September 27, 2023

4. Teachers will engage in lesson study professional development on ELA Expectations 1.1, 2.1 and 4.1 with Literacy Coach.

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

By When: November 2023, January 2024 and February 2024

5. Teachers will engage in weekly or bi-weekly coaching cycles to improve benchmark aligned curriculum, pedagogy, and assessment based on data driven need with the literacy coach or teacher mentor.

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

By When: Weekly or Bi-Weekly - September 1, 2023 through May 30, 2024

#2. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The Mathematics data for Deerwood Elementary for the 2022-2023 School Year showed that 36% of all 3rd through 5th grade students were reading at a proficient level. Benchmark-aligned curriculum (problem solving $d=0.98$ and manipulatives $d=0.39$), instruction (classroom discourse $d=0.82$), and assessment in Tier 1 Mathematics classrooms will result in an increase of student achievement.

Citations:

"Visible Learning - Classroom Discussion Details." [Www.visiblelearningmetax.com](http://www.visiblelearningmetax.com), June 2023, www.visiblelearningmetax.com/influences/view/classroom_discussion.

"Visible Learning - Manipulative Materials on Math Details." [Www.visiblelearningmetax.com](http://www.visiblelearningmetax.com), June 2023, www.visiblelearningmetax.com/influences/view/manipulative_materials_on_math. Accessed 3 Oct. 2023.

"Visible Learning - Mathematics Problem Solving Details." [Www.visiblelearningmetax.com](http://www.visiblelearningmetax.com), June 2023, www.visiblelearningmetax.com/influences/view/mathematics_problem_solving. Accessed 3 Oct. 2023.

Measurable Outcome:

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

Mathematics proficiency will increase by 21%, demonstrating at least 57% of students are proficient in grade level benchmarks.

Monitoring:

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

1. Math coach, leadership team members, and administration will monitor and support PLT planning sessions.
2. Math coach, leadership team members, and administration will monitor and support PLT data analysis sessions.
3. Math coach will bring weekly instructional alignment plan to leadership team to problem solve how to facilitate planning and data analysis conversations with Professional Learning Teams (documented through weekly alignment plans and shared documents).
4. Leadership team will calibrate and collect data using a common tool classroom observation tool. Then, the team will analyze data and make coaching, professional learning, and PLC adaptations in order to guarantee instructional improvement (documented through classroom observation tool and discussions documented on Stocktake Spreadsheets).
5. Evidence of adequate progress toward impact on student achievement will be monitored using Checks for Understanding built into the Curriculum Unit Plans, Unit Assessments, along with FAST and STAR Progress Monitoring Assessments.

Person responsible for monitoring outcome:

Sailyn Alli (sailyn.alli@osceolaschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Quality implementation of aligned tasks, Mathematical Thinking and Reasoning Standards, and benchmark aligned assessments will allow students to engage with mathematics in a way that will promote deeper learning and understanding of mathematics concepts.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

"Mathematical Thinking and Reasoning Standards (MTRs) are standards which should be used as a lens when planning for student learning and instruction of the B.E.S.T. Standards for Mathematics." (FLDOE, Best Instructional Guide for Mathematics). MTRs are meant to be embedded as teacher instructional strategies and student actions in mathematics learning in order to promote engagement, perseverance, collaboration, reasonableness, and fluency. Furthermore, the MTRs promote connections between concrete, representational, and abstract mathematics as well as connections between previously learned skills, current skills, and forthcoming skills. In mathematics, teachers will use MTRs as the "action" to align curriculum to the assessment at the demand of the benchmark.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

1. Teachers will engage in professional development on Mathematics planning and data analysis process.

Person Responsible: Sailyn Alli (sailyn.alli@osceolaschools.net)

By When: August 8, 2023

2. Teachers will engage in Professional Learning Teams with the mathematics coach weekly to employ planning and data analysis procedures.

Person Responsible: Sailyn Alli (sailyn.alli@osceolaschools.net)

By When: Weekly - August 10, 2023 through May 30, 2024

3. Teachers will engage in professional development on using Hand2Mind Manipulative kits as an instructional tool.

Person Responsible: Sailyn Alli (sailyn.alli@osceolaschools.net)

By When: September 27, 2023

4. Teachers will engage in lesson study professional development on Mathematics Thinking and Reasoning Standard 1.1, 2.1 and 4.1 with Math Coach and Carnegie Learning Partner.

Person Responsible: Sailyn Alli (sailyn.alli@osceolaschools.net)

By When: MTR.1.1 Lesson Study - November Carnegie Dates MTR.2.1 Lesson Study - January Carnegie Dates MTR.4.1 Lesson Study - February Carnegie Dates

5. Teachers will engage in weekly or bi-weekly coaching cycles to improve benchmark aligned curriculum, pedagogy, and assessment based on data driven need with the math coach or teacher mentor.

Person Responsible: Sailyn Alli (sailyn.alli@osceolaschools.net)

By When: Weekly or Bi-Weekly - September 1, 2023 through May 30, 2024

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

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Student achievement in science will increase when students engage in benchmark aligned active learning experiences, (i.e. experiments and investigations), collaborate with accountability throughout their learning (classroom discourse $d=0.82$), engage in complex text about scientific concepts to build academic scientific vocabulary ($d=0.59$), and write about scientific findings. Ensuring assessment alignment to benchmarks will guarantee Professional Learning Teams are able to provide opportunities for intervention, practice, and enrichment after common formative assessments.

Citations:

"Visible Learning - Classroom Discussion Details." [Www.visiblelearningmetax.com](http://www.visiblelearningmetax.com), June 2023, www.visiblelearningmetax.com/influences/view/classroom_discussion.

"Visible Learning - Vocabulary Programs Details." [Www.visiblelearningmetax.com](http://www.visiblelearningmetax.com), June 2023, www.visiblelearningmetax.com/influences/view/vocabulary_programs.

Measurable Outcome:

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

Science proficiency will increase by 9%, demonstrating at least 54% of students are proficient in grade level benchmarks.

Monitoring:

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

1. Science coach, leadership team members, and administration will monitor and support PLT planning sessions.
2. Science coach, leadership team members, and administration will monitor and support PLT data analysis sessions.
3. Science coach will bring weekly instructional alignment plan to leadership team to problem solve how to facilitate planning and data analysis conversations with Professional Learning Teams (documented through weekly alignment plans and shared documents).
4. Leadership team will calibrate and collect data using a common tool classroom observation tool. Then, the team will analyze data and make coaching, professional learning, and PLC adaptations in order to guarantee instructional improvement (documented through classroom observation tool and discussions documented on Stocktake Spreadsheets).
5. Evidence of adequate progress toward impact on student achievement will be monitored using Checks for Understanding built into the Curriculum Unit Plans, Unit Assessments, along with NWEA Progress Monitoring Assessments and District Mock Science Assessments.

Person responsible for monitoring outcome:

Sailyn Alli (sailyn.alli@osceolaschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Quality implementation of Classroom Discourse, and Vocabulary Programs have an effect size of $d=0.82$ and $d=0.62$ on student achievement respectively. Based on our ELL subgroup student needs, implementation of these strategies will allow instruction to yield the product desired of 54% of students meeting proficiency on science benchmarks.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

- a. Academic discourse through collaborative structures: When students talk with each other about their ideas, their understanding, and questions they have, they not only process new knowledge verbally, but also engage in the topic and are empowered to express their own thoughts (in ideal settings, without judgement and with a clear prompt and structure).
- b. Active learning experiences: Students who are “doing” are learning. Providing opportunities for students to investigate through inquiry, participate in experiments, develop models, and engage in simulations and activities remember the experience, and can ground academic scientific vocabulary in these experiences.
- c. Connecting experiences and vocabulary learned from the experience to a complex text will develop well rounded readers that can apply reading capabilities across curriculum. Reading and writing strategies can be used to perceive and communicate scientific findings.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

1. Enrichment groups engage in Fair Game text and experience based science lessons in 2nd through 5th grade during iii.

Person Responsible: Sailyn Alli (sailyn.alli@osceolaschools.net)

By When: August 28, 2023 through May 30, 2024

2. Professional Learning Teams will use planning protocol with the support of the Science Coach to ensure science lessons are experience based, build scientific vocabulary knowledge, and student understanding is being checked throughout.

Person Responsible: Sailyn Alli (sailyn.alli@osceolaschools.net)

By When: Weekly - August 10, 2023 through May 30, 2024

3. Professional Learning Teams will using data analysis protocol to analyze common assessments with the support of the Science Coach to ensure students are provided opportunities for intervention, practice and enrichment as needed after common formative assessments.

Person Responsible: Sailyn Alli (sailyn.alli@osceolaschools.net)

By When: Weekly - August 10, 2023 through May 30, 2024

4. Teachers will engage in weekly or bi-weekly coaching cycles with the Science Coach based on data driven need to ensure benchmark alignment, experienced based tasks, and access to scientific vocabulary for students.

Person Responsible: Sailyn Alli (sailyn.alli@osceolaschools.net)

By When: Weekly or Bi-Weekly - September 1, 2023 through May 15, 2024

5. 5th grade students will engage in weekly experience based lessons (investigations or experiments) to apply Nature of Science to various scientific theories and principles.

Person Responsible: Sailyn Alli (sailyn.alli@osceolaschools.net)

By When: Weekly - October 2, 2023 through April 26, 2024

#4. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

All stakeholders in a school community are responsible for cultivating skills of autonomy, innovation, and intrinsic motivation while instilling a sense of belonging for all involved in the school community. Creating a positive culture where all are treated equitably while also receiving coaching on time management, study skills, prioritizing tasks, social skills, and character development. We all want to be part of creating an environment where others are happy to work; where parents are happy to send their kids; and most important, where kids feel safe, empowered, and want to learn. A positive school climate includes a safe environment, strong student and staff relationships, and supports for learning. It provides the foundation that students need, to develop a positive culture they need to succeed in life.

Measurable Outcome:

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

2022-2023 Panorama Survey showed a 66% of students answered favorably about school belonging. In 2023-

2024 this question will be increased by 10%.

Monitoring:

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

1. All surveys will be analyzed to identify schools' interventions that will support a positive culture within the school.
2. The leadership team will review monthly during the Stocktake: PBIS, behavior and attendance data for subgroups, and develop interventions as required.
3. To ensure validity of the survey, the school counselor will administer the Panorama survey in the same method of presentation in both the fall and spring administration.

Person responsible for monitoring outcome:

Michelle Isaac (michelle.isaac@osceolaschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Students are diverse in their learning styles and needs. It is essential to assess individuals and be focused and flexible to allow for meeting these different needs.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Rather than ignoring the negative to focus on the positive, collective efficacy places the focus on educators, school leaders, and communities working together to solve problems (Branching Minds). A positive culture and environment are not based on prescribed curricula; instead, it is an approach that reflects a set of teaching strategies and practices that are student-centered. Staff must use teaching techniques that build on students' current knowledge and skills (Gardner, 1983). As a school community, we will expand these principles to all stakeholders.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

1. Teachers will receive professional development on systems for effective, transparent communication, (Agendas, Remind, Positive Phone Calls, and Face to Face Conferences).

Person Responsible: Ysmenia Rosario (ysmenia.rosario@osceolaschools.net)

By When: October 29, 2024

2. Teachers will receive professional development on using Canvas as a Learning Management System and how to use the platform as an additional communication line for academia to families.

Person Responsible: Ysmenia Rosario (ysmenia.rosario@osceolaschools.net)

By When: August 23rd and 24th 2023

3. Families will engage in a survey to influence improvements and empower voice and collaboration within the school community at each school community event.

Person Responsible: Ysmenia Rosario (ysmenia.rosario@osceolaschools.net)

By When: August 29, 2023 through May 15, 2024

4. Deerwood Elementary will collectively commit to marketing all opportunities for community/family engagement and empowerment through our school website, social media, Remind, and monthly event calendars disseminated on all three platforms. All dissemination will be in English, Spanish, and Creole.

Person Responsible: Ysmenia Rosario (ysmenia.rosario@osceolaschools.net)

By When: September 1, 2023 through May 30, 2024

5. Families will engage in cyclical student led conference opportunities aligned with student recognition ceremonies intended to empower families to continue partnering with the school to assist each student in achieving goals.

Person Responsible: Ysmenia Rosario (ysmenia.rosario@osceolaschools.net)

By When: November 1, 2023 January 24. 2024 April 10, 2024

6. PBIS will be implemented with fidelity throughout all aspects of the school and monitored through the PBIS leadership team and reported out at monthly Stocktake.

Person Responsible: Ysmenia Rosario (ysmenia.rosario@osceolaschools.net)

By When: April 10, 2023 through May 30, 2024

7. PBIS training will be conducted by the district and the school PBIS site team for all staff three times throughout the year.

Person Responsible: Ysmenia Rosario (ysmenia.rosario@osceolaschools.net)

By When: PBIS Site Team Professional Development - July 24-26, 2023 PBIS Staff Professional Development 1 - August 9, 2023 PBIS Staff Professional Development 2 - January 3, 2024

8. Collect, analyze, and act upon referral and out of school suspension data with PBIS site team monthly.

Person Responsible: Ysmenia Rosario (ysmenia.rosario@osceolaschools.net)

By When: Monthly - September 6, 2023 through May 30, 2024

#5. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**Area of Focus Description and Rationale:**

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to FAST data collected throughout the 2022-2023 school year, the percentage of students in grades 3 through 5 demonstrating mastery of grade level benchmarks in mathematics increased from 2% during Progress Monitoring 1 to 36% during Progress Monitoring 3. The percentage of students in grades 3 through 5 demonstrating mastery of grade level benchmarks in literacy increased from 18% during Progress Monitoring 1 to 38% during Progress Monitoring 3. With strong intervention systems, student by student intervention plans, intervention instruction delivered with fidelity, and progress data analyzed regularly to guarantee adequate progress, we will be able to increase the number of students making growth toward mastery of grade level benchmarks throughout the school year.

Intensive interventions will be intentionally geared to impact the subgroups of Students with Disabilities, English Language Learners, and White students in order to increase the Federal Percent of Points Index from 31 to 42 for Students with Disabilities, 37 to 42 for English Language Learners and 40 to 42 for White students.

Measurable Outcome:

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

70% of students will make adequate progress at each progress monitoring assessment.

Adequate progress is defined as; increasing 2 levels in FAST or an SGP of 40+ on STAR

Monitoring:

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

1. Student progress toward their intervention goals will be monitored through weekly progress monitoring built into the curriculum used for each students' diagnosed intervention. Data and intervention attendance will be collected through EduClimber.
2. Student intervention progress and attendance will be reported at monthly Stocktake.
3. Intervention instruction fidelity and quality will be monitored through a classroom observation tool and reported at monthly Stocktake.
4. Student adequate progress on FAST and STAR on progress monitoring 2 and 3 will be reported at January and April Stocktake.
5. The instructional leadership team including the RCS and EES will use the NEST classroom observation tool to collect data on instructional strategies used to increase student achievement for each subgroup during Tier 1 and intervention instruction.
6. The MTSS and Problem Solving Team will triangulate and analyze data to ensure adequate progress for all students within the SWD, ELL and White subgroups.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The research based intervention programs used for literacy include: Open Court, FCRR, Reading Mastery, Corrective Reading, NewsELA, and AVID Weekly. The research based intervention programs used for mathematics include Hand2Mind intervention kits and the Osceola Numeracy Project.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Triangulating data points to diagnose student need, develop intervention plans, and align research-based intervention curriculum to meet student need will increase the number of students making adequate progress throughout the school year.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

1. Teachers and interventionists (paraprofessionals and One on One Learning Tutor) will receive professional development on student intervention goals, curriculum, and assessment.

Person Responsible: Ysmenia Rosario (ysmenia.rosario@osceolaschools.net)

By When: August 28, 2023 and every 8 weeks as intervention groups are adjusted.

2. Teachers will receive professional development on inputting, analyzing, and acting on intervention data collected using EduClimber.

Person Responsible: Ysmenia Rosario (ysmenia.rosario@osceolaschools.net)

By When: October 27, 2023

3. Teachers, interventionists, and the problem solving team will engage data chats every 4 weeks to ensure adequate progress is being made within each intervention group and make instruction, curriculum, environment, or learner adjustments if adequate progress is not being made based on intervention assessments or FAST/STAR progress monitoring data.

Person Responsible: Ysmenia Rosario (ysmenia.rosario@osceolaschools.net)

By When: Monthly - September 2023 through May 2024

3. Teachers will engage in data chats with students at the culmination of each round of interventions (8 weeks) resulting in student led parent conferences.

Person Responsible: Ysmenia Rosario (ysmenia.rosario@osceolaschools.net)

By When: Bi-Monthly - October 2023 through May 2024

Use of high yield ESE and ELL (cognates, total physical response, sentence frames, word banks, realia, visuals) strategies will be monitored during Tier 1 and intervention instruction in order to determine professional learning need, construct professional learning, and execute professional learning.

Person Responsible: Ysmenia Rosario (ysmenia.rosario@osceolaschools.net)

By When: October 27, 2023 through April, 26, 2023 - Professional Learning Dates TBD based on need.

No description entered

Person Responsible: [no one identified]

By When:

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C)).

The Reading Coach and Title 1 Personnel support your SWDs, ELLs, and white student by providing small group instruction during the intervention time. The reading coach monitors the data using school city.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

During the 2022-2023 school year, 52% of Kindergarten students scored below the 40th percentile, 54% of 1st graders scored below the 40th percentile and 35% of 2nd graders scored below the 40th percentile. Our ELA Area of Focus provides 1st and 2nd grade teachers with professional learning on Open Court, Osceola County School District's adopted systematic phonemic awareness and phonics curriculum that follows the science of reading. This professional learning and implementation that supported by the school's literacy coach will provide students the necessary foundation to become fluent readers. Furthermore, students will receive benchmark aligned curriculum tasks, instruction strategies, and assessments so that professional learning teams can analyze and act upon student data efficiently and provide students the intervention, practice, or enrichment they need immediately. Teachers will be provided professional development in doing so as outlined in the ELA area of focus. Lastly, in the Intervention area of focus, we outline systematic rounds of intervention, with monthly problem solving around each students' diagnosed need and adequate progress. To ensure the fidelity and positive outcome of this intervention system, teachers and interventionists will receive professional development on EduClimber, the intervention data collection system, and intervention curriculum and progress monitoring assessments.

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

During the 2022-2023 school year, 76% of 3rd graders scored below a level 3, 54% of 4th graders scored below a level 3 and 53% of 5th graders scored below a level 3. Our ELA Area of Focus provides all third through fifth grade teachers with professional learning on a newly adopted Open Court

Curriculum for third through fifth grade which will close foundational gaps and guarantee third through fifth graders are learning reading scientifically. The implementation of this professional learning will be supported by the school's literacy coach. Furthermore, students will receive benchmark aligned curriculum tasks, instruction strategies, and assessments so that professional learning teams can analyze and act upon student data efficiently and provide students the intervention, practice, or enrichment they need immediately. Teachers will be provided professional development in doing so as outlined in the ELA area of focus. Lastly, in the Intervention area of focus, we outline systematic rounds of intervention, with monthly problem solving around each students' diagnosed need and adequate progress. To ensure the fidelity and positive outcome of this intervention system, teachers and interventionists will receive professional development on EduClimber, the intervention data collection system, and intervention curriculum and progress monitoring

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 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 Measurable Outcomes

The number of Kindergarten through 2nd grade students achieving below the 40th percentile will be less than 30% by the end of the 2023-2024 school year.

Grades 3-5 Measurable Outcomes

The number of 3rd through 5th grade students achieving below a level 3 will be less than 47% by the end of the 2023-2024 school year.

Monitoring

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 impact student achievement outcomes.

1. Literacy coach, leadership team members, and administration will monitor and support PLT planning sessions.
2. Literacy coach, leadership team members, and administration will monitor and support PLT data analysis sessions.
3. Literacy coach will bring weekly instructional alignment plan to leadership team to problem solve how to facilitate planning and data analysis conversations with Professional Learning Teams. (Documented through weekly alignment plans and shared documents)
4. Leadership team will create, calibrate on use, collect data using, analyze data from, and make adaptations because of, a common classroom walkthrough tool in order to guarantee curricular task, instruction, and assessment alignment. (Documented through data collected on walkthrough tool and discussions documented on Stocktake Spreadsheets)
5. Evidence of adequate progress toward impact on student achievement will be monitored using

Checks for Understanding built into the Curriculum Unit Plans, Unit Assessments, along with FAST and STAR Progress Monitoring Assessments.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Torres, Millie, millie.torres@osceolaschools.net

Evidence-based Practices/Programs

Description:

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. §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?

The evidence-based intervention used for Tier 1 ELA instruction is Florida Benchmark Advanced Curriculum for fluency, vocabulary and comprehension. The evidence-based intervention used for Tier 1 ELA instruction is Open Court for phonics, phonemic awareness and foundational skills. Instructional alignment will focus on the ELA Expectations that are overarching skills that run through each benchmark of literacy. We will focus on EE.1.1 (Cite evidence to explain and justify reasoning), EE.2.1 (Read and comprehend grade-level complex texts proficiently), EE.4.1 (Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations).

For interventions, student need will be diagnosed based on triangulated data (phonics survey [if needed], Tier 1 Assessment Data, and Progress Monitoring Assessment Data). Based on their intervention plan, students receive evidence-based interventions from one of the following programs that meet that needs: Reading Mastery, News ELA, AVID Weekly, Savvas Reading, Lexia, Magnetic Reading, Corrective Reading, and Florida Center for Reading Research Tasks

Rationale:

Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

For interventions, student need will be diagnosed based on triangulated data (phonics survey [if needed], Tier 1 Assessment Data, and Progress Monitoring Assessment Data). Adequate progress will be monitored monthly and the problem solving team will adjust instruction, environment, curriculum or make adaptations for the learner if adequate progress is not being made.

The ELA Expectations are overarching skills that run through each benchmark of literacy for the state of

Florida and Open Court and Florida Benchmark Advanced are the guaranteed and viable curriculum materials adopted to be used in Osceola County School District.

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
1. Teachers will meet weekly to plan for benchmark aligned, released instruction that allows for students engaging in complex text.	Medrano, Aubrey, aubrey.medrano@osceolaschools.net
2. Teachers will meet weekly to analyze data based on benchmark aligned formative and summative assessments and will adjust instruction according to student need until benchmark mastery is reached.	Medrano, Aubrey, aubrey.medrano@osceolaschools.net
3. Teachers will receive professional learning on ELA planning protocol, aligning ELA benchmarks to Curriculum Taks, ELA Expectations, and Assessments, Open Court and Lexia.	Medrano, Aubrey, aubrey.medrano@osceolaschools.net
4. Teachers will engage in lesson study professional development on ELA Expectations 1.1, 2.1 and 4.1 with Literacy Coach.	Medrano, Aubrey, aubrey.medrano@osceolaschools.net
5. Teachers will engage in weekly or bi-weekly coaching cycles to improve benchmark aligned curriculum, pedagogy, and assessment based on data driven need with the literacy coach or teacher mentor.	Medrano, Aubrey, aubrey.medrano@osceolaschools.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

Deerwood Elementary will collaborate with all stakeholders on the components of the School Improvement Plan through monthly School Advisory Council Meetings. Full documents of the SIP, an "at a glance" document, and agenda items for SIP overview and progress will be posted on the school website via Remind and provided in hard copy and QR code at each meeting for those in attendance. The "at a glance" document will be provided in English, Spanish, and Creole.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Deerwood Elementary will host student led conferences cyclically to align with intervention rounds, teacher/student data chats, and student recognition ceremonies which families will be invited to attend. Families will be invited to all the conferences, and recognition ceremonies through flyers, the school website, social media platforms, and Remind in English, Spanish, and Creole.

We will host monthly SAC meetings with all stakeholders to collaborate on SIP areas of focus, action items and progress toward measurable outcomes. Additionally we will invite families to collaborate with us at Title 1 Family Engagement Meetings, 3 times in the first semester.

We are steadfast in a commitment to collaborate with all families as a school community, and with families individually to provide each student the education they deserve.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Through benchmark aligned instruction in ELA and Mathematics (Area of Focus 1 and 2) we will guarantee all learning time in Tier 1 is at grade level for all students. Through intervention (Area of Focus 5) we will triangulate data to guarantee each student receives targeted intervention to close their achievement gap and make adequate progress within the school year. Within the science area of focus (Area of Focus 3) we have collectively committed to providing experience and text-based enrichment for all Fair Game Standards. Lastly, we have provided all students access to STEAM through an Essentials class where they will engage in career based labs surrounding topics such as flight principles, manufacturing, electricity, nutrition, and ecology.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Deerwood Elementary School coordinates the development of the School Improvement Plan alongside several federal, state, and local services, such as: Title I, Part A for the implementation of supplemental education for disadvantaged students; Title II, Part A for the implementation of various Professional Development opportunities to support teacher growth; Title III for the implementation of Multicultural services; Title IV, Part A for the implementation of student enrichment activities; Title IX for the implementation and support of students and families in transition; and Perkins Career and Technical Education for the implementation of postsecondary opportunities and experiences.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

NA

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

NA

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

nA

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

NA

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

NA