

Charlotte County Public Schools

Deep Creek Elementary School



2017-18 School Improvement Plan

Deep Creek Elementary School

26900 HARBOR VIEW RD, Pt Charlotte, FL 33983

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

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School PK-5	Yes	80%
Primary Service Type (per MSID File)	Charter School	2016-17 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	34%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	B	B*	D

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Charlotte County School Board on 10/3/2017.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Deep Creek Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest - Julio Valle	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

The Deep Creek Family is devoted to inspiring successful leadership in all we do.

b. Provide the school's vision statement

Expectations: Develop Ready, Responsible, and Respectful Leaders.

Motto: Nothing Less Than My Success!

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

During the registration process, the school takes information on families' native language. Teachers utilize this knowledge to incorporate lessons that are culturally sensitive. In accordance with social studies standards, teachers provide a variety of opportunities to learn about, present information, and celebrate diversity. Once a week students participate in media, where our librarian introduces book and characters that celebrate diverse roles of cultures and traditions. Deep Creek celebrates individuality and uniqueness by giving students all types of leadership roles on campus, roles include, but are not limited to Safety Patrols, WCUB Students News reporters, school store operators, and Art Helpers. Students also record special attributes about themselves and families during the first two weeks of school when curriculum is suspended to build classroom relationships and develop cooperative learning. Kagan cooperative learning is a huge component of how teachers build a strong relationship with students and also assists in students earning building relationships with peers. Over the last 3 years, members of our staff have attended Kagan workshops and have become Kagan trainers. Throughout the school year, these trainers conduct professional development and introduce many ways to build relationships and cooperative learning in classrooms.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school

Deep Creek Elementary is a school where success is the ultimate goal. Deep Creek's definition of success is giving your best all day every day. Our motto: Nothing Less Than My Success stresses this point. These philosophies carry throughout the school, student homes, and community programs. Parents are educated at Parent Teacher Organization (PTO) and School Advisory Committee (SAC) meetings about Deep Creek's expectations "Ready, Responsible, and Respectful Leaders." Education of students, staff, and families on other safety topics such as bullying, wellness, drug use/abuse, and emergency safety procedures such as Code Red occur regularly. Again the school has continued the Watch D.O.G.S. program that address respect and safety, involving parents and students. Watch D.O.G.S (Dads of Great Students) is an organization that encourages fathers to be a part of the school day, supporting instruction, providing supervision, and serving as role models. Deep Creek also has a before school and after school club. This club, named Cub Club, gives Deep Creek an opportunity to have qualified staff and instructors work with students on a variety of activities before school starts and after the school day ends. The Cub Club has also provided an avenue for teachers to build relationships with students outside the regular school hours. Safety is also a key emphasized factor when it comes to the staff and school facility. Our entry system in the

front foyer, which only allows guests to enter the school building when checked in by the front office. Also all gates are locked during the school day with only the single access point in the front office.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Deep Creek Elementary utilizes Positive Behavior Support to encourage and reward positive behaviors. Students can earn "Cub Cash" by following expectations and showing leadership characteristics. Cub Cash can be saved and spent on classroom rewards and school wide rewards. The expectations, along with safety procedures, and routines, are taught to students and staff. Voice levels and rules are posted throughout the building for reference. DCES has a flowchart of progressive discipline that follows the district Student Code of Conduct guidelines. Instructional time is protected, and students counsel with Leadership to discuss consequences during non-academic time. Behavioral referrals are documented and collected through the FOCUS electronic data storage system. During the first week of the school year, curriculum is "frozen" and the week is spent on leadership language, classroom policies, school routines, and procedures. Using WCUB (our student news station) we focus on our school mission, behavior and attendance incentives, and our Ready, Responsible, Respectful expectations.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The School Counselor provides individual counseling on an as needed basis. Teachers or parents can refer a child to see the counselor at any time. The school counselor uses a comprehensive school counseling program focused for all students on academic and career development, personal and social development, community involvement, and global citizenship development. Deep Creek Elementary has a contract with Big Brothers/Big Sisters who provides mentoring services to those students in need as well as The Ya Ya Girls (Backpack Kidz Program) providing food items for students over the weekends. Our school social worker is also assigned to Deep Creek once a week and is available in any emergencies. The social worker also has a group of students that she meets with on an individual need basis.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

1. Attendance is recorded daily in FOCUS data storage. The Assistant Principal monitors attendance through monthly reports and graphs data for goal setting. Concerns are shared with the school social worker and documentation is kept for referral to the attendance team for intervention. Assistant Principal, Social Worker, and School Counselor meet with teachers to communicate the steps for students struggling with tardies and attendance. Our FOCUS data storage includes a tab titled, Attendance Documentation Log, where all parties can document steps that have been taken to assist students with attendance concerns.
2. The Assistant Principal monitors referrals and suspensions and reports discipline data to grade level teams, school-wide, and at PTO/SAC meetings. Careful attention is given to over/under identification of students considering gender, disability, and race.
3. Student achievement in ELA and Mathematics is collected through diagnostic and formative assessment. Students performing below grade level expectation are given opportunities for remediation. Third, fourth, and fifth graders that have fallen in the school lowest 25% on ELA and Math have been identified and staff are aware of these students' progress.

4. Students scoring a level 1 or Level 2 on the statewide assessment are identified and provided additional instructional time and intervention (iii) and given priority to remediation both before and after school

b. Provide the following data related to the school's early warning system

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	3	1	0	3	2	1	0	0	0	0	0	0	0	10
One or more suspensions	0	0	0	1	3	8	0	0	0	0	0	0	0	12
Course failure in ELA or Math	0	0	0	33	6	12	0	0	0	0	0	0	0	51
Level 1 on statewide assessment	0	0	0	15	27	18	0	0	0	0	0	0	0	60

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	6	3	10	0	0	0	0	0	0	0	19

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Interventions are both instructional and informative in nature. Administrators, guidance, teachers, social worker, and school resource officer intervene by communicating expectations and policy regarding mandatory attendance which affects academic performance. School leaders will access Check and Connect counseling materials to support students that are striving academically and socially as a result of retention. Students exhibiting early warning signs are discussed at childtalk meetings where teachers share instructional strategies to best support these students' needs. Students are referred to the Teacher Support Team (TST) where additional strategies are implemented and data is collected. Students may be provided with access to a variety of supports such as (but not limited to) Reflex, iReady lessons before, during, and after school, Pearson My Sidewalks curriculum, and other curricula approved in the K-12 Charlotte County Reading Plan. Regular formative assessment and progress monitoring takes place to inform progress and instruction.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/423597>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

At the Annual Title I Meeting and Open House, Deep Creek Elementary invited many community business partnership groups. Community and business partners participate and contribute to a variety of school events. Community members are provided with special invitations to events, acknowledged for their contributions in presentations and publicized in the school newsletter, webpage, and SchoolConnect calls, and thanked formally through letters and calls. Volunteers from various community organizations sign in and give of their time. Their time is documented in a log and reviewed, and they are acknowledged for their dedication. The school communicates specific needs through a partnership letter and representatives from the school often meet with partners in person. The Watch D.O.G.S (Dads Of Great Students) provides opportunities for fathers, uncles, grandfathers, and other male family figures to volunteer and provide campus support.

Families can access the School Portal and Family Portal for additional information in Spanish and Creole as a primary language. Our district website also provides information in over 40 languages.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Mcelroy, Adrienne	Principal
Olby, Noelle	Guidance Counselor
Diekman, Linda	Teacher, K-12
Vernon, James	
Hoffart, Fallyn	Teacher, K-12
Lawson, Kimberly	Teacher, K-12
Finch, Karon	Teacher, K-12
Uebelacker, Gail	Teacher, K-12
Schulte, Debra	Teacher, K-12
Marsh, Darlene	Teacher, ESE
Mann, Sarah	Teacher, Adult
Baldwin, Sarah	Teacher, Adult
Brown, Marie	Instructional Coach
Watson, Hollie	Teacher, K-12

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The principal of the school serves as the instructional leader of the entire school. The principal serves on the School Advisory Council, co-chairs the Partnership and Performance Committee, and participates in the leadership initiatives of the school. All of these committees function in a collaborative decision making process with the composition of the committees being representative of the school population. The principal is responsible for the overall master schedule of students and calendar of events. Ultimately, the principal is responsible for the fidelity of the implementation of School Improvement Plan. As an instructional leader, she facilitates faculty learning meetings with the staff, participates in grade level team meetings, professional development, and analyzes school wide and classroom data. The principal is responsible for all communication leaving the school building i.e. School Connect calls and emails. All aspects of school safety falls in the purview of the school principal as well.

*Assistant Principal as Co-Chair of the SSPPC, member of the Literacy Council, PBIS/Leader in Me Team and PTO, assists with student discipline interventions and parent conferences. He also works with the Lead Teacher to review grade level data and provide support in the RTI process.

*Lead Teacher-Provides professional development sessions in curricular and instructional areas; provides coaching and mentoring assistance; facilitates data team meetings and assists with data analysis and necessary follow up with teachers regarding interpretation and graphing;

*Guidance Counselor and School Psychologist assist teachers at MTSS weekly meetings.

*Social Worker-Works with attendance matters and meets with parents re: behavior issues and assists with family services.

*Program Planners (1 per grade level) are the lead learner within the grade level. Their role is to facilitate weekly meetings and make sure the team is collaborating effectively for student success.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Academic and behavioral warning systems help to identify students in need of interventions through a Multi-Tiered System of Supports (MTSS). Early and timely interventions can only occur when we have a system that alerts us of the concerns. Currently, the district has three systems that provide information to help make timely adjustments necessary for Student Success. MTSS meetings are scheduled per the needs of individual students.

The SAC meets monthly with a focus on the school improvement plan.

The Partnership Performance Council (PPC) is a collaborative decision making team comprised of 4 representatives from K-5, ESE, and/or Special Areas, a co-chair, and administration that meets monthly, always focusing on the School Improvement Plan (SIP). In addition, as a low performing school, we have an additional committee that works on the SIP. This committee consists of the PPC members, a SAC representative, a teacher union representative, a support union representative, lead teacher, Human Resources representative, Division of Learning representative, district psychometrician, school administrators, and the district director of federal programs.

Literacy Council meets monthly to discuss Florida Plan Standards implementation and process. In addition, they create a reward system for our Accelerated Reader program.

The school leadership team meets monthly with the grade level program planners. Then the program planners facilitate weekly team meetings.

Focus data storage program-provides a variety of district reports regarding retention, referrals, ESE and ELL status, and attendance. Focus automatically generates 5 day and 10 day attendance letters to communicate a concern to the parents (guardians). In addition to the existing Focus reports, the Information Communications System (ICS) team is available to support school-based criteria for a custom report.

i-Ready, and School Portal-data networks that provide a wide variety of academic reports that address both local and state assessment results. They use a color-coded system and filters which give the user opportunity to clearly see/identify students in need of intervention.

It is the responsibility of the Principal, Assistant Principal, Lead Teacher, Guidance Counselor, ESE Liaison, and District Personnel to determine the most efficient use of these programs. Principals, Assistant Principals, Guidance Counselor, ESE Liaison, and Lead Teachers meet with District Personnel monthly to review the effectiveness of programs, personnel and funding.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Adrienne McElroy	Principal
Ben Bailey	Parent
Ashlee Bailey	Parent
Diane Combs	Parent
Cara Reynolds	Parent
Katie Moore	Parent
Kathryn Torre	Parent
Tracy Gilray	Teacher
Sandy Landers	Parent
Kerri Shavlan	Parent
John Greene	Parent
Ed Ruperd	Parent
Mary Crawford	Education Support Employee
Sola Ruiz	Parent
Sally Ward	Parent
Leo Abreu	Parent
Krystal Vaughn	Parent
Jenny Johnson	Parent
Valerie Ehrenfeld	Parent
Brittany Wilson	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

DCES SAC was involved in the preparation and evaluation of the SIP. SAC presented the final draft to the public for modification and analyzed data related to the SIP.

b. Development of this school improvement plan

A committee including a member of SAC will draft and submit the SIP. The committee will collect and analyze data and target areas in need of improvement. The committee will set short and long term goals to develop improvement strategies and will monitor their implementation. SAC will also gather public input on the plan and approve it.

c. Preparation of the school's annual budget and plan

The School Improvement funds will be used to pay the salary for substitute teachers in order to allow classroom teachers and collaborative teachers to work together monthly. Any excess money was used to pay for stipends to continue Thinking Maps and Kagan training.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

School Improvement Funds have not been given for several years.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Currently we are in the recruitment stage of SAC membership formation. We have advertised membership needs via email, phone calls, newsletter, flyers, and our school marquee. Our first meeting was 9/2/14. We expect to be compliant by the final CIMS/SIP submission in Nov.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Vernon, James	Assistant Principal
Watson, Hollie	Teacher, K-12
Diekman, Linda	Teacher, K-12
Lawson, Kimberly	Teacher, K-12
Riddell, Jacqueline	Teacher, K-12
Crowder, Melissa	Teacher, K-12
Defond, Andrea	Teacher, K-12
Malepart, Maryellen	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

LLT meets monthly to discuss student achievement, diagnostic and progress monitoring data, instructional supports, literacy events, and family involvement. LLT is tracking schoolwide data of student progress in Accelerated Reader, iReady assessment data, and parent involvement/ participation in Family Literacy events. The LLT sponsors activities during the Just Read Florida! Celebrate Literacy Week and encourages participation in the Million Minute Marathon.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

*Kagan cooperative team building activity at weekly Faculty Learning Meetings focused on professional development, MTSS, and student achievement.

*Thinking Map faculty learning meeting weekly throughout the school year, focused on professional development and students' achievement.

*Initiation of the Comprehensive Literacy Framework campus wide.

*Instructional Rounds – teachers visit other teachers' classrooms to garner ideas and generate discussions about classroom routines/instruction.

*Data Days – Each grade level and ESE team will receive 2 full days and 3 partial days of collaborative data discussions, creating grade level action plans based on current data to increase student success. Teachers will also focus on FL Plan Standards, planning lessons together to meet the rigor of the new standards.

*Team Planning – Each grade level team will have common planning times in which to work together.

*Professional Learning Community (PLC) groups will meet monthly to learn/work together with a common thread of interest.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

* Our recruitment process is consistent with district wide procedures. We advertise internally first for interest from existing staff that might want to change grade levels or look at a different position. This practice recruits and retains employees. After the internal posting, we post to the public. We screen the applications, then interview.

Another opportunity we offer for retaining teachers is the Coaching Assisting and Supporting Teachers (CAST) program. Our lead teacher facilitates CAST. Teachers can get assistance formally or informally from our lead teacher. This program was established to identify striving teachers and then provide them with a team to assist in improving with focus on a variety of topics including lesson planning, professional ethics, classroom management, data analysis, and any other area which shows deficiency.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

*Part of the New Educator Training (NET) program, teachers are assigned peer teachers who receive a stipend to assist NET teachers with their transition. Our peer teachers must be Clinical Educators. We base our selection on proximity to classroom, grade, and personalities. In addition, there are grade level

team leaders that offer assistance on a regular basis.

New educator PLC meets monthly with Lead teacher to learn about school culture and common policies and procedures.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Deep Creek Elementary utilizes adopted texts in alignment with the K-12 Reading Plan submitted and approved by the State. Core instructional programs and materials are designated, purchased, and delivered for use by the District. Adoption of materials follows the rigorous guidelines as set forth by the State. Lesson plans are submitted electronically and uploaded to school site folder for review by administration to ensure adherence to Florida Standards.

Deep Creek Elementary will follow the Standards Based Instructional System with a focus on unpacking each standard and aligning effective formative assessments to the standards that will drive instruction

- *Use CMAPS program to provide curriculum maps and timelines
- *Use Data Days to review student data and implement instructional interventions
- *Attend Principal, Assistant Principal and Lead Teacher meetings
- *Provide safety nets for struggling students following the MTSS

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The school makes use of data from both State and local assessments, diagnostic, formative, and summative in nature. Students are then assigned a profile, prescribing instruction, and provided with an individualized instructional path through iReady. Core instruction is given in whole group and then differentiated instruction is delivered in small group settings in both ELA and Math. Students requiring additional support to meet proficiency are provided with additional intensive instruction (iii) daily and given priority access to remedial programs both before and after school. As part of the Multi Tiered System of Support (MTSS), students who are identified as needing additional strategies are referred to the Teacher Support Team where additional, individualized strategies are implemented and data is tracked. Following the scope and sequence of the Florida Standards, advanced students access curricula from higher grade levels and are given the opportunity to enroll in the Accel program. In addition, DCES employs the strategies of Thinking Maps and Kagan Cooperative structures.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 486,000

Teachers and paraprofessionals at Deep Creek have partnered to create and before school and after school program on our campus. This program, Cub Club, enables our students to receive assistance with homework as well as participation in several enrichment activities. These activities include, but are not limited to Book Clubs, arts and craft activities, origami, outdoor physical play, and utilizing computer programs.

Strategy Rationale

Research shows an increase in growth points correlated to time spent in the instructional program.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

iReady minutes logged
Diagnostic assessment data
Progress monitoring data (monthly)

Strategy: After School Program

Minutes added to school year: 4,800

Small group, teacher directed instruction

Strategy Rationale

Research shows additional instructional time, in a small setting, allows for meeting individualized needs

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Vernon, James, james.vernon@yourcharlotteschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Portfolio collection of assignments/assessments

Strategy: Extended School Day

Minutes added to school year: 840

Teachers participate in professional learning community activities outside of their contract time

Strategy Rationale

Teachers will implement new learning/strategies to address deficiencies

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Mcelroy, Adrienne, adrienne.mcelroy@yourcharlotteschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Teacher evaluation data, student achievement data on Florida Standard Assessment (FSA)

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

The school provides readiness assessments to incoming kindergarten students that may or may not have attended voluntary pre-kindergarten programs. DCES hosts "Kindergarten Roundup," during which time, the area Kindergarten students and their parents are invited for an exciting day at school. The Core Leadership Team divides parents into groups, and each Core Team member leads a group on a planned campus tour. This way everyone gets a firsthand experience with DCES. The school provides an annual kindergarten expectations meeting for parents to educate them on current standards, curriculum, and procedures. Outgoing fifth grade students attend a meeting at their intended middle school. Files are reviewed, closed, and transitioned by the school guidance counselor.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

N/A

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Looking at mid-year data, sources of strength include achievement in Mathematics and ELA. Areas that need to be strengthened fall under mathematics L25 gains and ELA L25 gains, specifically in 4th grade.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

Looking at problem analysis, staffing was an issue in 4th grade. ESE support position was in transition twice during the year. Rigor was not adhered to when developing lesson and lack of emphasis was placed on focusing on this groups of students.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** DCES will meet all of our students' individual needs through teacher collaboration, differentiated instruction, and professional development on rigor, relevance, and relationships that focus on the Florida Standards to increase student success.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. DCES will meet all of our students' individual needs through teacher collaboration, differentiated instruction, and professional development on rigor, relevance, and relationships that focus on the Florida Standards to increase student success. 1a

G091109

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	66.0
Math Achievement District Assessment	76.0
FCAT 2.0 Science Proficiency	63.0
ELA/Reading Lowest 25% Gains	50.0
Math Lowest 25% Gains	62.0

Targeted Barriers to Achieving the Goal 3

- Lack of Professional Development to scaffold the LAFS and MAFS instruction to our bottom quartile.. Lack of collaborative planning time to utilize toolkit/lessons to support iReady, LAFS, and MAFS
- Creating a common language for vertical continuity across K-5 classrooms.
- Lack of resources to differentiation to meet the needs of all learners.

Resources Available to Help Reduce or Eliminate the Barriers 2

- iReady computer lessons
- iReady Toolkit
- Curriculum Associates i-Ready Florida LAFS andMAFS Guides
- CMAPS
- CPALMS
- iReady LAFS and MAFS workbooks and Toolkits
- District created pacing and curriculum guides
- STEMscopes
- Barton Training
- Thinking Map Team
- Kagan Team
- Paraprofessionals
- Special Area Teachers

Plan to Monitor Progress Toward G1. 8

Analyzing student growth from beginning of the year i-Ready diagnostic to mid and end of year diagnostic.

Person Responsible

Adrienne Mcelroy

Schedule

Triannually, from 9/8/2017 to 5/31/2018

Evidence of Completion

Student growth reports from beginning of the year i-Ready diagnostic to mid and end of year diagnostic.

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. DCES will meet all of our students' individual needs through teacher collaboration, differentiated instruction, and professional development on rigor, relevance, and relationships that focus on the Florida Standards to increase student success. **1**

 G091109

G1.B1 Lack of Professional Development to scaffold the LAFS and MAFS instruction to our bottom quartile.. Lack of collaborative planning time to utilize toolkit/lessons to support iReady, LAFS, and MAFS

2

 B243584

G1.B1.S1 Teachers will have team meetings weekly to allow for collaboration. Time will be allotted for SWD teachers to attend monthly. **4**

 S256736

Strategy Rationale

These monthly planning meetings will allow collaboration between classroom teachers and the teachers of SWD to more collaboratively assist their students.

Action Step 1 **5**

Determine a monthly date that grade level teachers and teachers of SWD can meet

Person Responsible

Darlene Marsh

Schedule

Monthly, from 9/16/2017 to 9/16/2017

Evidence of Completion

Sign in sheets kept for each meeting and calendar on DCE Skydrive.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Check team meeting minutes

Person Responsible

James Vernon

Schedule

Monthly, from 9/16/2017 to 9/16/2017

Evidence of Completion

Team meeting minutes uploaded in Sky Drive.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Quarterly data day to dissect progress and problem solve the students' progress

Person Responsible

Marie Brown

Schedule

Quarterly, from 9/6/2017 to 9/6/2017

Evidence of Completion

The data days will include a sign in sheet, agenda, and Power Point.

G1.B1.S2 Professional Development with Lead Teacher, grade level teams, and i-Ready representatives. This Professional Development will assist classroom teachers on how to utilize toolkit and lessons. In addition, a focus will be on assisting teachers on scaffolding LAFS and MAFS instructions to our bottom quartile. 4

S257076

Strategy Rationale

i-Ready results correlated with FSA results.

Action Step 1 5

Associates from i-Ready conducting PD assisting in scaffolding LAFS and MAFS to our lowest quartile.

Person Responsible

Marie Brown

Schedule

On 9/7/2017

Evidence of Completion

Meeting notes and date on master calendar

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Attend PD

Person Responsible

James Vernon

Schedule

On 9/7/2017

Evidence of Completion

Meeting notes

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Checking scores on i-Ready assessments

Person Responsible

James Vernon

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

G1.B2 Creating a common language for vertical continuity across K-5 classrooms. **2**

 B243954

G1.B2.S1 DCES will continue with the implementation of school wide focus on Kagan cooperative learning strategies and Thinking Maps. **4**

 S257082

Strategy Rationale

Kagan cooperative learning structures and Thinking Maps assists with collaboration among the students and teachers.

Action Step 1 **5**

DCES will continue with a Thinking Maps team.

Person Responsible

Hollie Watson

Schedule

Monthly, from 9/1/2017 to 5/1/2018

Evidence of Completion

Monthly meetings and staff presentations at select faculty meetings.

Action Step 2 **5**

DCES will continue with a Kagan Cooperative Learning team.

Person Responsible

Karon Finch

Schedule

Monthly, from 9/1/2017 to 5/1/2018

Evidence of Completion

Monthly meetings and staff presentations at select faculty meetings.

Action Step 3 5

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Monthly meetings

Person Responsible

Marie Brown

Schedule

Monthly, from 9/7/2017 to 5/10/2018

Evidence of Completion

Monthly meeting notes and meeting agendas

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Check in with PLC facilitator and attend occasional meetings

Person Responsible

James Vernon


Schedule

On 5/10/2018

Evidence of Completion

Monthly meeting notes and agendas

G1.B3 Lack of resources to differentiation to meet the needs of all learners. 2

 B245481

G1.B3.S1 Grade level teams will share students for the 30 minutes of intensive immediate instruction allotted during the master schedule. 4

 S258760

Strategy Rationale

This collaboration will allow for differentiation and sharing of personnel resources to better meet the needs of all students.

Action Step 1 5

Program Planners will coordinate the grouping of students for iii and enrichment needs.

Person Responsible

Sarah Baldwin

Schedule

Monthly, from 10/2/2017 to 5/4/2018

Evidence of Completion

Lesson plans and pre/post test assessment results will be collected.

Action Step 2 5

Paraprofessionals will remediate our most struggling readers utilizing Barton materials.

Person Responsible

Marie Brown

Schedule

On 5/4/2018

Evidence of Completion

Lesson plans and Barton assessment correlated with classroom performance.

Action Step 3 5

STEMscopes utilized by the enrichment teacher to enrich students during iii/enrichment time. A school wide Science Fair will be incorporated to enrich our students.

Person Responsible

Alicen Rhodes

Schedule

Monthly, from 10/2/2017 to 5/4/2018

Evidence of Completion

Stemscope usage reports.

Action Step 4 5

Special Area Teachers will mentor bottom quartile students in grades 4 and 5 during their planning periods.

Person Responsible

Debra Schulte

Schedule

Monthly, from 10/2/2017 to 5/4/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Monitor the lesson plans and pre/post assessments to make sure

Person Responsible

Marie Brown

Schedule

Semiannually, from 10/2/2017 to 5/4/2018

Evidence of Completion

Each team will submit the plans and pre/post test results for monitoring to ensure student needs are met. These results will be correlated with the iReady MOY and EOY results.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

James Vernon will meet with the teams during MOY and EOY data days.

Person Responsible

James Vernon

Schedule

On 5/25/2018

Evidence of Completion

An analysis of the pre/post test assessments compared to the MOY and EOY results will be shared with all stakeholders.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B2.S1.A3  A352318	[no content entered]		No Start Date		No End Date once
G1.B1.S1.MA1  M355872	Quarterly data day to dissect progress and problem solve the students' progress	Brown, Marie	9/6/2017	The data days will include a sign in sheet, agenda, and Power Point.	9/6/2017 quarterly
G1.B1.S2.A1  A337874	Associates from i-Ready conducting PD assisting in scaffolding LAFS and MAFS to our lowest quartile.	Brown, Marie	9/7/2017	Meeting notes and date on master calendar	9/7/2017 one-time
G1.B1.S2.MA1  M356679	Attend PD	Vernon, James	9/7/2017	Meeting notes	9/7/2017 one-time
G1.B1.S1.MA1  M355873	Check team meeting minutes	Vernon, James	9/16/2017	Team meeting minutes uploaded in Sky Drive.	9/16/2017 monthly
G1.B1.S1.A1  A337324	Determine a monthly date that grade level teachers and teachers of SWD can meet	Marsh, Darlene	9/16/2017	Sign in sheets kept for each meeting and calendar on DCE Skydrive.	9/16/2017 monthly
G1.B2.S1.A1  A337799	DCES will continue with a Thinking Maps team.	Watson, Hollie	9/1/2017	Monthly meetings and staff presentations at select faculty meetings.	5/1/2018 monthly
G1.B2.S1.A2  A337800	DCES will continue with a Kagan Cooperative Learning team.	Finch, Karon	9/1/2017	Monthly meetings and staff presentations at select faculty meetings.	5/1/2018 monthly
G1.B3.S1.A4  A340348	Special Area Teachers will mentor bottom quartile students in grades 4 and 5 during their planning...	Schulte, Debra	10/2/2017		5/4/2018 monthly
G1.B3.S1.A3  A340282	STEMscopes utilized by the enrichment teacher to enrich students during iii/ enrichment time. A...	Rhodes, Alicen	10/2/2017	Stemscope usage reports.	5/4/2018 monthly
G1.B3.S1.MA1  M360063	Monitor the lesson plans and pre/post assessments to make sure	Brown, Marie	10/2/2017	Each team will submit the plans and pre/post test results for monitoring to ensure student needs are met. These results will be correlated with the iReady MOY and EOY results.	5/4/2018 semiannually
G1.B3.S1.A2  A340281	Paraprofessionals will remediate our most struggling readers utilizing Barton materials.	Brown, Marie	10/2/2017	Lesson plans and Barton assessment correlated with classroom performance.	5/4/2018 one-time
G1.B3.S1.A1  A340280	Program Planners will coordinate the grouping of students for iii and enrichment needs.	Baldwin, Sarah	10/2/2017	Lesson plans and pre/post test assessment results will be collected.	5/4/2018 monthly
G1.B2.S1.MA1  M356581	Check in with PLC facilitator and attend occasional meetings	Vernon, James	9/7/2017	Monthly meeting notes and agendas	5/10/2018 one-time
G1.B2.S1.MA1  M356570	Monthly meetings	Brown, Marie	9/7/2017	Monthly meeting notes and meeting agendas	5/10/2018 monthly
G1.B3.S1.MA1  M360064	James Vernon will meet with the teams during MOY and EOY data days.	Vernon, James	1/26/2018	An analysis of the pre/post test assessments compared to the MOY and EOY results will be shared with all stakeholders.	5/25/2018 one-time
G1.B1.S2.MA1  M356680	Checking scores on i-Ready assessments	Vernon, James	9/1/2017		5/31/2018 monthly
G1.MA1  M355878	Analyzing student growth from beginning of the year i-Ready diagnostic to mid and end of year...	Mcelroy, Adrienne	9/8/2017	Student growth reports from beginning of the year i-Ready diagnostic to mid and end of year diagnostic.	5/31/2018 triannually

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Determine a monthly date that grade level teachers and teachers of SWD can meet				\$5,520.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	750-Other Personal Services	0251 - Deep Creek Elementary School	School Improvement Funds		\$1,314.00
	6400	750-Other Personal Services	0251 - Deep Creek Elementary School	Title I, Part A		\$4,206.00
2	G1.B1.S2.A1	Associates from i-Ready conducting PD assisting in scaffolding LAFS and MAFS to our lowest quartile.				\$450.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	140-Substitute Teachers	0251 - Deep Creek Elementary School	Title, I Part A		\$450.00
3	G1.B2.S1.A1	DCES will continue with a Thinking Maps team.				\$400.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	750-Other Personal Services	0251 - Deep Creek Elementary School	Title, I Part A		\$400.00
<i>Notes: Teachers attending the Train the Trainer courses in July and September.</i>						
4	G1.B2.S1.A2	DCES will continue with a Kagan Cooperative Learning team.				\$3,060.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	750-Other Personal Services	0251 - Deep Creek Elementary School	Title, I Part A		\$3,060.00
<i>Notes: Planning day for Kagan presentation at back to school meeting. All day training on a Saturday for classroom teachers regarding Comprehensive Literacy Framework.</i>						
5	G1.B2.S1.A3					\$1,550.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	120-Classroom Teachers	0251 - Deep Creek Elementary School	School Improvement Funds		\$1,550.00
6	G1.B3.S1.A1	Program Planners will coordinate the grouping of students for iii and enrichment needs.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

Charlotte - 0251 - Deep Creek Elementary School - 2017-18 SIP
Deep Creek Elementary School

			0251 - Deep Creek Elementary School			\$0.00
			<i>Notes: Included in district extra responsibilities allocated in district stipends.</i>			
7	G1.B3.S1.A2	Paraprofessionals will remediate our most struggling readers utilizing Barton materials.				\$200.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0251 - Deep Creek Elementary School	School Improvement Funds		\$200.00
8	G1.B3.S1.A3	STEMscopes utilized by the enrichment teacher to enrich students during iii/ enrichment time. A school wide Science Fair will be incorporated to enrich our students.				\$870.75
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0251 - Deep Creek Elementary School	General Fund		\$870.75
			<i>Notes: District Science consumable money</i>			
9	G1.B3.S1.A4	Special Area Teachers will mentor bottom quartile students in grades 4 and 5 during their planning periods.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0251 - Deep Creek Elementary School			\$0.00
			<i>Notes: Master Schedule allowed for extra time within contracted hours.</i>			
					Total:	\$12,050.75