

Leon County Schools

Deerlake Middle School



2018-19 School Improvement Plan

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Deerlake Middle School

9902 DEER LK W, Tallahassee, FL 32312

<https://www.leonschools.net/deerlake>

School Demographics

School Type and Grades Served

(per MSID File)

Middle School
6-8

2018-19 Title I School

No

2018-19 Economically Disadvantaged (FRL) Rate

(As Reported on Survey 3)

14%

Primary Service Type

(per MSID File)

K-12 General Education

Charter School

No

2018-19 Minority Rate

(Reported as Non-white on Survey 2)

30%

School Grades History

Year
Grade

2017-18

A

2016-17

A

2015-16

A

2014-15

A*

School Board Approval

This plan is pending approval by the Leon County School Board.

SIP Authority

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>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and

using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

Together with community stakeholders, parents/ guardians and the PTO, we at Deerlake Middle School are focused on preparing students for college and careers. We aim to Inspire and empower students to excel both academically and socially, while preparing them to be productive citizens and future leaders. Deerlake strives to provide a nurturing and safe environment that fosters rigorous academic, S.T.E.A.M infused and technological curriculum to prepare students to become lifelong learners.

Provide the school's vision statement

We the Deerlake faculty and community, believe in academic excellence and that all students can be successful. In order to achieve our mission, we will:

- Provide all students an academically challenging environment appropriate for their individual needs, including offering a wide variety of curricular choices to allow students to explore their skills and interests.
- Provide an environment with high expectations including fair and consistent discipline.
- Prepare students for a world of changing technologies and teach them to incorporate those technologies in their everyday lives.
- Provide a secure and supportive environment where respect for individual differences and for the rights of others both at school and in our community.
- Support our faculty in their professional development to ensure that curriculum and teaching methodologies meet the changing demands of today's students.
- Ensure that faculty, staff, parents, students and community members are all stakeholders who work together to meet the students' needs through open and timely communication.
- Value diversity as a strength of our school.

School Leadership Team

Membership

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

Name	Title
Mills, Steve	Principal
Blair, Marla	Teacher, K-12
Johnson, Linda	Teacher, K-12
Cramer, Patricia	Teacher, K-12
Schroepfer, Cathy	Teacher, K-12
Cartwright, Vince	Teacher, K-12
Burkey, Chris	Administrative Support
Parramore, Jackie	Guidance Counselor
Kelley, Rima	Teacher, K-12
Scott, Marcus	Assistant Principal
Lawson, Julie	Assistant Principal
Oliver, Taraneh	Teacher, K-12

Duties

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

The team meets at a minimum of once a month to share in decision making. The Deerlake Middle School leadership team is composed of administrators, teachers, counselors, and department chairs. Instructional decisions are made utilizing data points collected from multiple data sources and in following the schools mission and vision.

Early Warning Systems

Year 2017-18

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	0	0	0	0	0	0	35	33	36	0	0	0	0	104
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	24	12	9	0	0	0	0	45
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0	5	4	3	0	0	0	12

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected

Tuesday 8/14/2018

Year 2016-17 - As Reported

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	0	0	0	0	0	0	11	42	66	0	0	0	0	119
One or more suspensions	0	0	0	0	0	0	1	13	7	0	0	0	0	21
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	18	24	15	0	0	0	0	57

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	0	0	0	0	0	0	0	0	0	0	0

Year 2016-17 - Updated

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	0	0	0	0	0	0	11	42	66	0	0	0	0	119
One or more suspensions	0	0	0	0	0	0	1	13	7	0	0	0	0	21
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	18	24	15	0	0	0	0	57

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	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The bottom 25% for ELA and Math are our lowest data performing components. The last 3 years 2016-2018 trend lines have been similar

Which data component showed the greatest decline from prior year?

Social Studies had the greatest decline from 96% to 94% proficiency. Math achievement and Science achievement both had a decline of 1% from the previous year.

Which data component had the biggest gap when compared to the state average?

All components are above state average by at least 9%

Which data component showed the most improvement? Is this a trend?

Out lowest 25% in ELA increased from 46% to 56%.

Describe the actions or changes that led to the improvement in this area

Our school started a bottom 25% academic club to help support these students.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	81%	56%	53%	79%	53%	52%
ELA Learning Gains	67%	54%	54%	61%	53%	54%
ELA Lowest 25th Percentile	56%	48%	47%	46%	44%	44%
Math Achievement	87%	59%	58%	88%	58%	56%
Math Learning Gains	79%	59%	57%	74%	57%	57%
Math Lowest 25th Percentile	68%	52%	51%	63%	51%	50%
Science Achievement	80%	53%	52%	81%	53%	50%
Social Studies Achievement	94%	72%	72%	96%	71%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	35 (11)	33 (42)	36 (66)	104 (119)
One or more suspensions	0 (1)	0 (13)	0 (7)	0 (21)
Course failure in ELA or Math	24 (0)	12 (0)	9 (0)	45 (0)

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Level 1 on statewide assessment	0 (18)	0 (24)	0 (15)	0 (57)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	80%	57%	23%	52%	28%
	2017	78%	54%	24%	52%	26%
Same Grade Comparison		2%				
Cohort Comparison						
07	2018	78%	54%	24%	51%	27%
	2017	80%	53%	27%	52%	28%
Same Grade Comparison		-2%				
Cohort Comparison		0%				
08	2018	84%	62%	22%	58%	26%
	2017	78%	59%	19%	55%	23%
Same Grade Comparison		6%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	88%	59%	29%	52%	36%
	2017	83%	53%	30%	51%	32%
Same Grade Comparison		5%				
Cohort Comparison						
07	2018	86%	55%	31%	54%	32%
	2017	88%	56%	32%	53%	35%
Same Grade Comparison		-2%				
Cohort Comparison		3%				
08	2018	58%	44%	14%	45%	13%
	2017	73%	48%	25%	46%	27%
Same Grade Comparison		-15%				
Cohort Comparison		-30%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	100%	69%	31%	65%	35%

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2017	100%	69%	31%	63%	37%
Compare		0%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	94%	73%	21%	71%	23%
2017	95%	71%	24%	69%	26%
Compare		-1%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	99%	71%	28%	62%	37%
2017	98%	78%	20%	60%	38%
Compare		1%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	100%	60%	40%	56%	44%
2017	100%	60%	40%	53%	47%
Compare		0%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	84	67	61	90	80	72	82	95	80		
BLK	57	53	40	67	69	61	55	81	70		
HSP	81	70	38	79	74	60	85	90	77		
ASN	92	83	58	97	90	75	91	100	96		
MUL	77	70	73	83	73		59		73		
SWD	33	39	33	44	53	46	26	63	50		
FRL	49	48	39	59	59	52	56	73	40		

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
WHT	81	62	46	90	74	69	81	98	79		
BLK	55	49	45	65	62	49	63	84	83		
HSP	79	57	30	85	66	36	89	92	84		
ASN	92	70	62	98	93	80	88	97	94		
MUL	61	45		74	59	50		92			
SWD	32	41	37	48	50	46	41	78			
FRL	50	50	41	66	55	51	55	89	68		

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title Lowest 25% in Math

Rationale Based on our 2017-2018 FSA data our lowest 25% in Math went from 63% to 68%. Our Math Achievement score and learning gains score were 87% and 79%. We saw a gap in our subgroups. We would like to see our bottom 25% data trend move closer to our achievement level.

Intended Outcome The percent of the lowest 25% in math making learning gains will increase by 10% on the 2018-2019 math FSA.

Point Person Taraneh Oliver (olivert@leonschools.net)

Action Step

Description Math progress monitoring data from standard assessments. Cervidae (lowest 25%) club. Mentoring students, bi-weekly check ins, and PBIS.
 * Summer Planning Committee Meetings
 * Cervidae Parent Night
 * Cervidae Revamp
 * Continue with work days
 * Math Support

Person Responsible Chris Burkey (burkeyc@leonschools.net)

Plan to Monitor Effectiveness

Description Monthly progress monitoring data meetings with math team. Analyzing math assessments with analyzing proficiency towards benchmarks/standards.

Person Responsible Chris Burkey (burkeyc@leonschools.net)

Activity #2

Title Lowest 25% in ELA

Rationale Based on our 2017-2018 FSA data our lowest 25% in ELA went from 46% to 56%. Our ELA Achievement score and learning gains score were 81% and 67%. We saw a gap in our subgroups. We would like to see our bottom 25% data trend move closer to our achievement level.

Intended Outcome The percent of the lowest 25% in ELA making learning gains will increase by 10% on the 2018-2019 ELA FSA.

Point Person Angie Culpepper (culpeppera@leonschools.net)

Action Step

Description Achieve 3000 and HMH progress monitoring data
 * Summer Planning Committee Meetings
 * Cervidae Parent Night
 * Cervidae Revamp
 * Continue with work days
 * ELA rigor - Support

Person Responsible Angie Culpepper (culpeppera@leonschools.net)

Plan to Monitor Effectiveness

Description Schedule Every 3 Weeks, from 8/13/2018 to 5/31/2019
 Evidence of Completion assessment data

Person Responsible Angie Culpepper (culpeppera@leonschools.net)

Activity #3

Title CTE class - CAPE Certification

Rationale Teaching students technology skills, will improve students within ELA and Math using technology.

Intended Outcome 75% of students enrolled in a CIW .1 weighted CTE class will earn a CAPE funded certification.

Point Person Chris Burkey (burkeyc@leonschools.net)

Action Step

Description CTE Industry Certification Exam Participation

Person Responsible Chris Burkey (burkeyc@leonschools.net)

Plan to Monitor Effectiveness

Description CIW progress monitoring
 Schedule Monthly, from 9/14/2018 to 5/31/2019
 Evidence of Completion CIW reports

Person Responsible Chris Burkey (burkeyc@leonschools.net)

Part IV: Title I Requirements

Additional Title I Requirements

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

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

Deerlake provides many opportunities for student, parent and community involvement in an effort to build positive relationships with all stakeholders. This includes outreach events such as Taste of the Lakes, science night, Becoming a Buck- curriculum open house and a variety of athletic events hosted at the Deer. Deerlake has a presence on a variety of social media outlets that includes Facebook and Instagram. Weekly emails are sent to all parents who subscribe to the DMS listserv and flyers are sent home for all major school events and happenings. The PTO has a strong presence on campus and actively seeks parent volunteers to assist in supporting the school's mission and vision.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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

To ensure the social-emotional needs of all students, Deerlake has an operational school based team that meets weekly to discuss students with barriers to academic and social success. Additionally, instruction and various campus activities that address social and emotional needs of students is provided. Students of concern are provided with mentors when available. Deerlake has a full time DISC counselor on campus who provides on campus services to students in need. In addition, students and parents are connected with agencies who have Cooperative Agreements or are on our school campus (CCYS, Turn About, etc.).

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

All members of the staff participate in collaboration that meets both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performances.

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

Principal or Assistant Principal: Provides an outlook of the “big picture” of Deerlake Middle School, assuring that the MTSS/RTI process is implemented with fidelity while upholding the vision of the school, ensures adequate professional development for faculty and staff, and communicates with parents.

Guidance Counselor: Leads the team when the student is not ESE, communicates with academic teachers to collect student data, contacts school social workers as needed, provides links to child services and community agencies for school and families to support the student’s academic, behavioral, and social success.

Select Core Academic Teachers: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teacher: Leads the team when dealing with ESE students. Participates in student data collection, integrates core instructional activities into Tier 3 instruction, and collaborates with general education teacher to ensure accommodations are being met to assist in student achievement.

School Psychologist: Participates in collection, interpretation and analysis of data; develops intervention plans; provides support for documentation of the fidelity of interventions; provides professional development for faculty; assessment and evaluation of students, and conferencing with parents to disseminate data and information.

Speech Language Pathologist: Assist in the selection of screening measures and helps identify systemic patterns of student need with respect to language skills.

District Exceptional Student Education Personnel: Provides expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child serving and community agencies to our school and families to support the student’s academic, behavioral, and social success.

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

Several initiatives and programs have been established to foster a college-going culture and support and assist administrators, teachers, students, and families as they work toward achieving college readiness for all students.

In addition, students use the HMH Collections curriculum to increase rigor in English Language Arts class.

Embedded in the 8th grade history course Deerlake Middle School students are provided with the opportunity to do the following:

- identify career planning
- plan high school courses
- begin a post secondary plan
- create a personalized career list

Part V: Budget

Total:	\$0.00
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