

Leon County Schools

# Deerlake Middle School



## 2021-22 Schoolwide Improvement Plan

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# Deerlake Middle School

9902 DEER LK W, Tallahassee, FL 32312

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

## Demographics

**Principal: Steve Mills**

Start Date for this Principal: 7/1/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	No
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	<i>[Data Not Available]</i>
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students Hispanic Students Multiracial Students Students With Disabilities White Students
<b>School Grades History</b>	2018-19: A (73%) 2017-18: A (77%) 2016-17: A (74%) 2015-16: A (74%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northwest
<b>Regional Executive Director</b>	<a href="#">Rachel Heide</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

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

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Mills, Steve	Principal	The school principal is responsible for oversight of human resource development, facilities, and all academic and social aspects of the school.
Oliveri, Robin	Assistant Principal	Ms. Oliveri is responsible for supporting the principal in the execution of his duties. She is specifically assigned as Lead Curriculum Administrator (6th-8th), ESE/504/MTSS programs, and ESOL program oversight.
Scott, Taita	Assistant Principal	Ms. Scott is responsible for supporting the principal in the execution of his duties. She is specifically assigned to 6th & 7th grade curriculum, Attendance, School Improvement Plan development/monitoring, school safety, Title IX investigator, and Threat Assessment administrator.
Blair, Marla	Teacher, K-12	Ms. Blair is the science department chair and is responsible for coordinating student, academic, and human resource issues within her department.
Kelley, Rima	Teacher, K-12	Ms. Kelly is the math department chair and is responsible for coordinating student, academic, and human resource issues within her department.
Faison, Sherrhonda	Teacher, K-12	Ms. Faison is the English Language Arts department chair and is responsible for coordinating student, academic, and human resource issues within her department.
Johnson, Linda	Teacher, K-12	Ms. Johnson is the electives department chair and is responsible for coordinating student, academic, and human resource issues within her department.
Schroepfer, Cathy	Teacher, K-12	Ms. Schroepfer is the social studies department chair and is responsible for coordinating student, academic, and

Name	Title	Job Duties and Responsibilities
		human resource issues within her department.
Smithson, Jessica	Guidance Counselor	Ms. Smithson is the academic dean/ advisor and is responsible for monitoring student needs for academic intervention.
Thomas, Rachel	Guidance Counselor	Ms. Thomas is the guidance counselor and is responsible for the social/emotional learning programs, mental health support, referral coordinator, and intervention for students in need of support.
Burkey, Chris	Administrative Support	Mr. Burkey is the school technology coordinator and the academic dean. He is responsible for providing support for technology education, administrative activities, and school communication.
Stemle, Alex	Dean	Mr. Stemle is the Dean of Students and is responsible for all discipline, bullying reporting/investigating, and managing data reported to the DOE SESIR database.

**Demographic Information**

**Principal start date**

Monday 7/1/2019, Steve Mills

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

50

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

**Total number of teacher positions allocated to the school**

55

**Total number of students enrolled at the school**

942

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

2

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

5

**Demographic Data**

**Early Warning Systems**

**2021-22**

**The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	299	296	350	0	0	0	0	945
Attendance below 90 percent	0	0	0	0	0	0	28	36	51	0	0	0	0	115
One or more suspensions	0	0	0	0	0	0	1	0	1	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	1	0	1	0	0	0	0	2
Course failure in Math	0	0	0	0	0	0	1	0	1	0	0	0	0	2
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	20	22	35	0	0	0	0	77
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	36	30	24	0	0	0	0	90
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	10	5	9	0	0	0	0	24

**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	1	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	1	0	0	0	0	1

**Date this data was collected or last updated**

Friday 8/27/2021

**2020-21 - 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
Number of students enrolled	0	0	0	0	0	0	302	350	340	0	0	0	0	992
Attendance below 90 percent	0	0	0	0	0	0	34	27	29	0	0	0	0	90
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	1	0	0	0	0	1	
Course failure in Math	0	0	0	0	0	0	1	2	0	0	0	0	3	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	14	18	33	0	0	0	65	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	23	21	21	0	0	0	65	

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	15	12	17	0	0	0	0	44

**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	1	1	1	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	1	2	0	0	0	0	3

**2020-21 - 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
Number of students enrolled	0	0	0	0	0	0	302	350	340	0	0	0	0	992
Attendance below 90 percent	0	0	0	0	0	0	34	27	29	0	0	0	0	90
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	1	0	0	0	0	1	
Course failure in Math	0	0	0	0	0	0	1	2	0	0	0	0	3	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	14	18	33	0	0	0	65	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	23	21	21	0	0	0	65	

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	15	12	17	0	0	0	0	44

**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	1	1	1	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	1	2	0	0	0	0	3

**Part II: Needs Assessment/Analysis**

**School Data Review**

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

**Grade Level Data Review - State Assessments**

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	72%	54%	18%	54%	18%
Cohort Comparison						
07	2021					
	2019	76%	56%	20%	52%	24%
Cohort Comparison		-72%				
08	2021					
	2019	82%	59%	23%	56%	26%
Cohort Comparison		-76%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	80%	53%	27%	55%	25%
Cohort Comparison						
07	2021					
	2019	85%	60%	25%	54%	31%
Cohort Comparison		-80%				
08	2021					
	2019	55%	45%	10%	46%	9%
Cohort Comparison		-85%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
08	2021					
	2019	69%	44%	25%	48%	21%
Cohort Comparison						

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	100%	70%	30%	67%	33%
<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	98%	75%	23%	71%	27%
<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019					
<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	99%	69%	30%	61%	38%
<b>GEOMETRY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	100%	67%	33%	57%	43%

### Grade Level Data Review - Progress Monitoring Assessments

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

All students will participate in the district progress monitoring assessments for ELA, Math, Civics (7th grade), and Science three times per year via the Unify platform. Students requiring additional academic support and Tier 3 interventions will participate in more frequent progress monitoring assessments quarterly using STAR Reading and Math, Learning Live, or Cambium platforms.

<b>Grade 6</b>				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	261/42%	259/54%	279/54%
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	260/59%	283/73%	281/71%
	Economically Disadvantaged Students With Disabilities English Language Learners			

<b>Grade 7</b>				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	317/58%	339/48%	343/65%
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	237/48%	273/56%	271/57%
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	323/27%	352/80%	351/73%
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	295/70%	318/67%	327/81%
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	88/20%	120/44%	124/55%
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	115/52%	149/74%	153/87%
	Economically Disadvantaged Students With Disabilities English Language Learners			

**Subgroup Data Review**

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	37	41	30	44	54	47	30	86	74		
ASN	91	68	40	96	91	73	90	98	97		
BLK	55	40	32	65	65	63	27	95	69		
HSP	81	65	36	75	73	59	57	100	88		
MUL	79	61		79	76			100	94		
WHT	78	59	47	86	75	62	78	98	84		
FRL	51	38	25	61	65	59	30	96	63		

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
SWD	33	39	33	44	53	46	26	63	50		
ASN	92	83	58	97	90	75	91	100	96		
BLK	57	53	40	67	69	61	55	81	70		
HSP	81	70	38	79	74	60	85	90	77		
MUL	77	70	73	83	73		59		73		
WHT	84	67	61	90	80	72	82	95	80		
FRL	49	48	39	59	59	52	56	73	40		

**ESSA Data Review**

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index - All Students	73
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	657
Total Components for the Federal Index	9
Percent Tested	99%

**Subgroup Data**

**Students With Disabilities**

Federal Index - Students With Disabilities	49
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

**English Language Learners**

Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

**Asian Students**

Federal Index - Asian Students	83
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0

<b>Black/African American Students</b>	
Federal Index - Black/African American Students	57
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	70
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	82
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Native American Students</b>	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
<b>Pacific Islander Students</b>	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
<b>White Students</b>	
Federal Index - White Students	74
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
<b>Economically Disadvantaged Students</b>	
Federal Index - Economically Disadvantaged Students	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Analysis



**Data Analysis**

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

**What trends emerge across grade levels, subgroups and core content areas?**

Deerlake continues to hold the distinction as the highest performing middle school in Leon County and the state. Students continued to score greater than 94% proficiency on the Algebra I EOC, Biology EOC, Civics EOC, and Geometry EOC. Overall school assessment data remained on par with prior year performances with some small decreases during the 2020-2021 hybrid school year (brick and mortar/digital academy).

**What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?**

ELA: 2020-2021 Learning gains among the lowest quartile students in reading decreased by 6 percentage points compared to 2018-2019 data. The lowest quartile students also posted decreased scores during the 2020-2021 school year on district progress monitoring assessments.

MATH: 2020-2021 Learning gains among the lowest quartile students in math decreased by 16 percentage points compared to 2018-2019 data. The lowest quartile students also posted decreased scores during the 2020-2021 school year on district progress monitoring assessments.

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

A large percentage of students in the lowest quartile (ELA and Math) attended school via Digital Academy during the 2020-2021 school year. Several of these students demonstrated infrequent or poor attendance online. During the 2021-2022 school year these students will be monitored by the Assistant Principal, Reading Coach, and Guidance Counselor to monitor progress, student data chats, and parent/teacher/student conferences.

**What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

Science proficiency for the 8th Grade Science assessment improved by 2 percentage points when comparing 2018-2019 and 2020-2021 statewide assessment data.

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

Content review in the core science course, STEM electives, and industry certification classes reinforced several core strands including the Nature of Science.

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

Students will be offered a rigorous, standards based curriculum in all core content areas with specific emphasis on lower class sizes for students in the lowest quartile and accelerated options (pacing and/or content) for high performing students.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Teachers will be provided professional development to reinforce differentiate learning and strategies to deal with students of varying abilities in the mainstreamed classroom.

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

### **Part III: Planning for Improvement**

**Areas of Focus:**

**#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**

**Area of Focus Description and Rationale:** Based upon 2020-2021 statewide assessment data there is need to provide supplemental instruction for students based upon their individual score reports in the areas of reading and math to ensure all students and subgroups make adequate progress.

**Measurable Outcome:** Overall student proficiency in the areas of ELA, Math, Civics, and 8th Grade science will improve by at least 3 percentage points. Students in the Lowest quartile for ELA and Math will show improvement by at least 5 percentage points.

**Monitoring:** Teachers will receive training in the use of new technology to supplement classroom lessons (Learning Live, FEV Tutoring). All students will participate in district progress monitoring assessments via Unify at least three times per year. Students identified in specific subgroups (lowest quartile, economically disadvantaged, etc.) may participate in more frequent or supplemental progress monitoring efforts.

**Person responsible for monitoring outcome:** Taita Scott (scottt@leonschools.net)

**Evidence-based Strategy:** Students identified as level 1 or 2 by 2020-2021 FSA data will receive Tier 2 or 3 interventions based upon their individual FSA reporting category results; increased time with one-to-one support with a certified reading teacher; and will use Learning Live, STAR Reading and Math, and FEV tutoring individual skill remediation.

**Rationale for Evidence-based Strategy:** Use explicit, direct instruction by certified teacher or specifically assigned study modules have been show to positively impact student retention of data and improve comprehension skills.

**Action Steps to Implement**

1. Distribute District Progress Monitoring windows to all teachers (September 2021). Ensure teachers administer the required assessments with appropriate accommodations by district deadline.

**Person Responsible** Robin Oliveri (oliverir@leonschools.net)

2. Meet with departments and/or individual teachers to discuss needs of students with special needs, lowest quartile, and other academic concerns (Initial Meeting August 202; Quarterly data review)

**Person Responsible** Taita Scott (scottt@leonschools.net)

3. Conduct data chats with students in lowest quartile/low performance at the 4th and 7th week of each quarter.

**Person Responsible** Taita Scott (scottt@leonschools.net)

4. Arrange parent/teacher conferences for students in lowest quartile/low performance no later than the week of midterm progress reports.

**Person Responsible** Rachel Thomas (thomasr2@leonschools.net)

5. Conduct bi-weekly grade review to ensure students needing additional support are identified for additional support before or after school.

**Person Responsible** Jessica Smithson (smithsonj@leonschools.net)

### Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**Deerlake has relatively few discipline incidents when compared to district and state numbers. One area we have decided to address is digital citizenship through our annual student harassment training, grade level meetings, and digital citizenship via the industry certification courses.**

### Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

### Describe how the school addresses building a positive school culture and environment.

Deerlake Middle School nurtures a positive school culture and environment that meet the needs of all students through reinforcing positive relationships in the classroom and through extracurricular activities. Students are encouraged to take an active role in leadership and governance within our school community through Student Government Association, Beta Club, the arts, and athletics.

During the 2020-2021 school year the administrative team, PTO, and business partners played an integral role in ensuring the mental health of all students and staff by encouraging personal wellness and student and staff appreciation activities.

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

Deerlake staff, students, PTO, and community partners visibly support school wide celebrations including recognizing and rewarding student achievements, citizenship, Inclusion Day, Founders Day, Science Fair, and Special Olympics.

**Part V: Budget**

<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups</b>	<b>\$0.00</b>
<b>Total:</b>			<b>\$0.00</b>