

Leon County Schools

Deerlake Middle School



2022-23 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

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	14%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (71%) 2020-21: (68%) 2018-19: A (73%) 2017-18: A (77%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

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

School Board Approval

This plan 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.

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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Mills, Steve	Principal	
Oliveri, Robin	Assistant Principal	Mrs. Oliveri is responsible for supporting the principal in the execution of his duties. She is specifically assigned as the 7th Grade Administrator, Lead Curriculum Administrator (6th-8th), Administrator for the ESE/504/MTSS programs, ESOL Administrator, FTE Coordinator, Testing Administrator, and Suicide Intervention Team Administrator.
Scott, Taita	Assistant Principal	Mrs. Scott is responsible for supporting the principal in the execution of his duties. She is specifically assigned as the 6th Grade Administrator, School Improvement Plan Administrator (including School Advisory Council and Lowest 25% Assistant Principal for Administration (Attendance, Discipline/Bullying/Harassment, Critical Incident/Safety, Due Process, Health/Clinic Operations, and Transportation.
Faison, Sherrhonda	Dean	Mrs. Faison is the Dean of Students and is responsible for all discipline, bullying reporting/investigating, managing data reported to the DOE SESIR database, and Facilities Administrator.
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.
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.
Smithson, Jessica	Guidance Counselor	Ms. Smithson is the academic dean/advisor and is responsible for monitoring student needs for academic intervention and serves as the school test coordinator.
Schroepfer, Cathy	Teacher, K-12	Ms. Schroepfer is the social studies 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.

Name	Position Title	Job Duties and Responsibilities
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 departme

Demographic Information

Principal start date

Monday 7/1/2019, Steve Mills

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

7

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

18

Total number of teacher positions allocated to the school

43

Total number of students enrolled at the school

891

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

6

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

6

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	284	303	304	0	0	0	0	891
Attendance below 90 percent	0	0	0	0	0	0	19	27	31	0	0	0	0	77
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	4	5	4	0	0	0	0	13
Course failure in Math	0	0	0	0	0	0	3	5	5	0	0	0	0	13
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	20	30	38	0	0	0	0	88
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	41	33	32	0	0	0	0	106
Number of students with a substantial reading deficiency	0	0	0	0	0	0	16	22	30	0	0	0	0	68

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	10	7	11	0	0	0	0	28

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	4	0	2	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	1	0	1	0	0	0	0	2

Date this data was collected or last updated
Wednesday 8/17/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	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

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	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

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	74%			74%			77%	55%	54%
ELA Learning Gains	55%			58%			59%	53%	54%
ELA Lowest 25th Percentile	38%			37%			43%	42%	47%
Math Achievement	83%			81%			84%	59%	58%
Math Learning Gains	79%			72%			75%	58%	57%
Math Lowest 25th Percentile	61%			46%			62%	47%	51%
Science Achievement	74%			71%			74%	49%	51%
Social Studies Achievement	95%			94%			98%	75%	72%

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	2022					
	2019	72%	54%	18%	54%	18%
Cohort Comparison						
07	2022					
	2019	76%	56%	20%	52%	24%
Cohort Comparison						
08	2022					
	2019	82%	59%	23%	56%	26%
Cohort Comparison						
		-72%				
		-76%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	80%	53%	27%	55%	25%
Cohort Comparison						
07	2022					
	2019	85%	60%	25%	54%	31%
Cohort Comparison		-80%				
08	2022					
	2019	55%	45%	10%	46%	9%
Cohort Comparison		-85%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	69%	44%	25%	48%	21%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	70%	30%	67%	33%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	98%	75%	23%	71%	27%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	99%	69%	30%	61%	38%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	67%	33%	57%	43%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	37	32	18	43	55	42	28	68	73		
ELL	54	57	30	78	78						
ASN	90	84		97	94	83	93	94	98		
BLK	49	42	40	51	61	54	56	92	60		
HSP	71	45	37	84	81	65	64	92	86		
MUL	76	56	46	82	80		69	94	72		
WHT	76	53	36	86	78	59	73	95	82		
FRL	53	41	30	62	66	53	47	82	57		

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	36	41	30	41	40	24	37	73	64		
ELL	53	54		75	79						
ASN	90	73	54	96	85		96	100	95		
BLK	40	33	26	48	45	28	39	81	62		
HSP	70	66	43	82	61	47	71	96	79		
MUL	75	56	58	81	66	43	86	83	87		
WHT	76	59	38	84	75	51	72	95	74		
FRL	46	41	30	49	38	27	47	86	60		

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		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	71
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	642
Total Components for the Federal Index	9
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	44
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	59
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	92
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	56
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	69
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	72
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	71
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	55
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

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

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

Deerlake continues to maintain its status as a high performing school offering rigorous curriculum and high school credit opportunities for students.

During the 2022 FSA testing administration Deerlake students exceeded the proficiency performance of their grade level peers at the district and state levels (scores of 3, 4, or 5) by twenty percentage points in ELA, thirty percentage points in Math, twenty-one percentage points in 8th Grade Science, and twenty-five percentage points on the Civics EOC. Deerlake students exceeded the student growth scores of peers district and statewide by two percentage points in ELA and twenty percentage points in Math.

Deerlake students enrolled in high school credit classes requiring End of Course Exams (EOCs)

continued to demonstrate outstanding performance scoring 100% proficiency on the Algebra I, Biology, and Geometry EOC.

Testing data shows a trend of ELA achievement has shown a slight decline (3 percentage points) when comparing 2022 ELA proficiency to the 2019 prepandemic testing cycle. Overall ELA student learning gains show a drop of four percentage points and learning gains of the bottom quartile of students decreased by five percentage points. This trend held true when comparing some subgroups reporting categories monitored in the Federal Index: Black, Hispanic, English Language Learners, and Students with Disabilities.

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

One area Deerlake will demonstrate improvement is to increase reading achievement and learning gains for all students. Though Deerlake students exceed district and state performance of their peers, many of Deerlake's subgroups have shown a slight decrease in proficiency or learning gains when comparing test results to pre-pandemic performance (2022 v. 2019 comparison). Recognizing post pandemic instruction posed various challenges, the administration, teachers, and staff of Deerlake are committed to increasing student confidence and competency as readers which will ultimately impact achievement and growth scores.

The following subgroups demonstrated increases decreases in percentage points in the reporting categories indicated below for ELA:

- *White Students- decrease in achievement (-2), Learning gains (-6), and lowest 25% (-11)
- *Asian Students- increase in learning gains (+16), decrease in achievement (-1)
- *Black Students- Increase in learning gains (+2) and lowest 25% (+8), decrease in achievement (-6)
- *Hispanic Students- increase in lowest 25% (+1), decrease in achievement (-10) and learning gains (-20)
- *Multiracial students- decrease in achievement (-3) and learning gains (-5); not represented in lowest 25%
- *Students with Disabilities- maintained achievement, decrease in learning gains (-8) and lowest quartile (-12)

It is important to note that English Language Learners are new reporting subgroup (emerged 2021) and does not have the same longitudinal data as the other subgroups.

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

During the 2021-2022 school year a significant number of students participated in hybrid methods of instruction either the first semester, during periods of quarantine, or the entire school year. Consistent access to internet/wifi, attendance, and motivation were contributing factors to student engagement. Deerlake staff have noticed a correlation between these factors and a student's ability to demonstrate adequate progress.

During the 2022-2023 school year we are implementing new curriculum and standards and are committed to ensuring each student receives the nurturing, support, and teaching to improve individual progress which will ultimately manifest in improved performance in Language Arts and continued achievement in Civics, Mathematics, and Science.

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

Deerlake demonstrated significant improvement in all mathematics assessments including grades 6-8 math, Algebra I, and Geometry. In math, continued learning gains among all subgroups is a school goal.

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

During pandemic instruction Deerlake teachers improved use of technology to record instruction, provide tutorials, and linking support materials to class web pages. Teachers received training in the use of new technology to supplement classroom lessons (Canvas Learning Live, FEV Tutoring) and layered ongoing review of key concepts and skills. The accessibility of these demonstrative tools increased student engagement and enhanced performance.

Another major factor contributing to student success included cyclical review of student data through formative and summative assessments utilizing district and school based progress monitoring assessments throughout the school year. Teachers met with students, in departments and teams to strategically review data points and used this data to inform instructional decisions. Students with lower performance or belonging to specific subgroups participated in more frequent or supplemental progress monitoring efforts.

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

To accelerate learning teachers will continue use of district adopted curriculum and its accompanying technology to support the needs of all learners. Teachers participated in summer training and will receive ongoing training on effective implementation of B.E.S.T. Standards and to specifically address instructional practices and to meet a wide range of learning style with accessibility and inclusionary strategies.

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.

Each month our teachers will have professional development built into monthly faculty and department meetings. With reading as a major area of emphasis, all teachers will participate in training that focuses on high yield instructional strategies for reading scaffolding, and data analysis techniques.

To ensure the needs of students of all abilities are addressed, monthly faculty development will include topics to support students including:

- *Inclusion strategies,
- *Instructional support strategies,
- *Autism Spectrum Disorder communication strategies,
- *De-escalation techniques,
- *Universal Design for Learning,
- *Curriculum and Instruction Accommodation strategies,
- *Data Analysis techniques

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

In an effort to provide ongoing support of students, teachers of core subjects will participate in district and state progress monitoring assessments and will utilize data analysis techniques to conduct student conferences and data chats. Teachers will use this time to review current status, mastery, and skills to be developed.

Students will participate in data chats and progress monitoring conferences with teachers and administration (at least 4x per year) to set goals, review skills mastery or progress, and identify individual support needs.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

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

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based upon 2021-2022 FSA ELA assessment data indicates there is need to provide additional Professional Development for teachers and paraprofessionals and instructional support for all students to ensure adequate progress is made. Addressing student reading performance will have a positive impact and correlation to increased student achievement and learning gains in all core subjects.

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

Assuming there will be correlation chart for comparing 2021-2022 FSA Results to 2022-2023 FAST Progress Monitoring: 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:
Describe how this Area of Focus will be monitored for the desired outcome.

Teachers will receive training in:
 *Instructional strategies to improve student reading skills
 *Strategies to analyze data and use results to inform instructional decisions,
 *Strategies to address needs of diverse learners including students with special needs,
 *New technology for newly adopted instructional materials.

Teachers will continue use of technology to supplement classroom lessons (Canvas, Study Sync, Language Live,etc.) via drop in support session offered at the school and district level.

All students will participate in district progress monitoring assessments via Unify at least three times per year. Individual students may participate in supplemental progress monitoring efforts.

Person responsible for monitoring outcome: Robin Oliveri (oliverir@leonschools.net)

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

Students identified as level 1 or 2 by 2021-2022 FSA ELA data will receive direct instruction in small group, pull-out instruction or be enrolled full time in a reading remediation course with a certified reading teacher.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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
 List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Distribute District Progress Monitoring windows to all teachers (September 2022). Ensure teachers administer the required assessments with appropriate accommodations by district deadline.

Person Responsible Jessica Smithson (smithsonj@leonschools.net)

2. Meet with departments and/or individual teachers to discuss and review previous assessment data, needs of students with special needs, lowest quartile, and other academic concerns (Initial Meeting August 2022; Quarterly data review)

Person Responsible Robin Oliveri (oliverir@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 first semester parent/teacher conferences for students not making acceptable progress in core ELA course or district and state based progress monitoring assessments.

Person Responsible Rachel Thomas (thomasr2@leonschools.net)

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

Person Responsible Jessica Smithson (smithsonj@leonschools.net)

6. Monthly professional development for teachers to review instructional strategies for Language Arts and developing content area reading skills.

Person Responsible Robin Oliveri (oliverir@leonschools.net)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

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

N/A

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
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N/A

Positive Culture & Environment

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

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

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.

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 organizing appreciation and recognition activities.

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

During the 2022-2023 school year we are committed to maintaining a positive culture and environment. The following members of the school community are committed to the contributions noted:

*Steve Mills (Principal)- maintain ongoing, two way communication with stakeholders, engages school community and shares school successes and milestones via school social media platforms, chief organizer of staff appreciation initiatives, and collaborate with all stakeholders to receive input, identify successes, and note areas to further explore.

*Robin Oliveri and Taita Scott(Assistant Principals)- collaborate with teachers, staff, and students to implement diversity and inclusion initiatives that include recognition of heritage months, supporting teacher and student lead initiatives to celebrate varying abilities.

*Jessica Smithson (Guidance Counselor and SGA Sponsor)- collaborates with student representatives to gauge school climate from the students' perspective, plan school wide activities promoting unity and school spirit.

*Cathy Schroepfer (Teacher & Hospitality Chair)- coordinates campus efforts to celebrate and recognize staff for achievements and special events.

*Jessica LeDoux (ESE Teacher)- coordinates Unity Day and Unity Celebration Week in October.

*Rachel Thomas (Guidance Counselor)- coordinates Social/Emotional Learning initiatives for students and staff. Collaborates with district ESE staff, social worker, and partner agencies such as New Horizons to ensure students mental and emotional well being is nurtured.

*Chris Burkey and Betsy Penn (Teachers)- assist school principal in positive school communications via list serv, website, and social media platforms. Weekly posts share glimpses of campus life and student achievements.

*Sherrhonda Faison (Dean of Students)- collaborate with staff and PTO to plan and execute student recognition and celebrations. Serves as lead for school discipline and maintains a proactive role in peer mediation.