

Charlotte County Public Schools

Deep Creek Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Deep Creek Elementary School

26900 HARBOR VIEW RD, Pt Charlotte, FL 33983

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

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

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

Targeted Support and Improvement (TSI)

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

Comprehensive Support and Improvement (CSI)

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

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

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

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

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

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

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

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Nothing Less Than Success - For ALL!

Provide the school's vision statement.

The vision of Deep Creek Elementary School is that all students learn. John Hattie's research shows that Teacher Efficacy has a high effect size on student achievement. It is understood that teacher efficacy is not just a magic wand where if we believe, students will achieve. The teacher efficacy at DCES is developed by knowing where students are in academic progress and creating a plan for improvement. Improvement is not an overnight success; through hard work, accountability, and consistent action progress will occur.

Teacher efficacy is only one part of the success equation. The next step is ensuring that DCES students feel a sense of belonging. To reach this Deep Creek Elementary works to promote that, "We are Cubs!" Which translates to we are a school family. The plan will be to help each other, challenge each other, and celebrate with each other to keep improving.

The last part is success. The school definition of success is doing your personal best and not giving up. All of us have different abilities and skills, but all of us possess the ability to do our individual best and showing GRIT. Small progress each day will result in large growth over the course of a school year.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Vernon, James	Principal	
Smith-Jaekel, Jessica	Assistant Principal	
Brown, Marie	Instructional Coach	
Olby, Noelle	School Counselor	
Navarro, Marie	Attendance/Social Work	
Stephenson, Daria	Dean	
Sims, Teagan	Behavior Specialist	
Jones, Autumn	Teacher, ESE	

		School Psychologist Mental Health Team Behavior Interventions - General Education Students FUBA/BIP Implementation - General Education MTSS Member Tier II and Tier III interventions Academic/Intellectual testing Counseling/Mentoring Play Therapy Peer mediation Risk assessments and threat assessments Mental health and psychiatric consultations EDIS Support Suite 360 Resiliency Standards Constant reminders of school goal/vision Holding staff accountable to striving towards DCE vision/goals
Turley, Ashleigh	Psychologist	

Stakeholder Involvement and SIP Development

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

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

Involving all stakeholders is important at DCES. A school can't reach goals unless all stakeholders have input in those goals and are part of the plan to reach them. The initial approach for involvement starts with current school data, which includes academic, behavioral, and attendance. These data points are reviewed with all stakeholders through presentations during back to school week. The meetings are usually arranged in this order. Core team is first so they can help during subsequent meetings, PPC (a school based decision making team), SSPPC (a school based support staff decision making team), Program Planners, Grade level team meetings, an entire staff meeting during back to school week, and at the first SAC meeting. The process is consistent. Share the data, complete a needs assessment analysis of the data, share/discuss the plans to maintain or improve the data. Once the plan is decided and goals are set. Updates and bulletin boards are update with progress toward the goal.

SIP Monitoring

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

DCES will use FAST Progress Monitoring assessments to monitor for effective implementation and impact on increasing achievement of students meeting the State's academic standards for all students three times over the course of the school year. DCES will also use formative and summative unit assessments aligned to our adopted core curriculum to monitor progress. For students with the greatest achievement gap, DCES will use weekly DIBELS assessments that are aligned to tier 2 and tier 3 interventions to monitor progress. Grade level teams will meet after each assessment period to discuss progress and make adjustments as necessary.

Demographic Data

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	34%
2022-23 Economically Disadvantaged (FRL) Rate	97%
Charter School	No
RAISE School	No
2021-22 ESSA Identification	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2021-22: B 2019-20: A 2018-19: A 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	4	32	15	37	28	24	0	0	0	140
One or more suspensions	1	4	1	3	7	2	0	0	0	18
Course failure in English Language Arts (ELA)	0	0	0	5	9	9	0	0	0	23
Course failure in Math	0	0	0	5	16	21	0	0	0	42
Level 1 on statewide ELA assessment	0	0	0	9	8	22	0	0	0	39
Level 1 on statewide Math assessment	0	0	0	8	13	16	0	0	0	37
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	11	11	27	17	18	0	0	0	84

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	2	0	9	24	22	0	0	0	58

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	3	2	8	0	0	0	0	0	14
Students retained two or more times	0	0	0	1	1	1	0	0	0	3

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	3	27	30	33	27	30	0	0	0	150
One or more suspensions	1	1	4	3	1	5	0	0	0	15
Course failure in ELA	0	0	0	0	6	11	0	0	0	17
Course failure in Math	0	0	0	0	9	4	0	0	0	13
Level 1 on statewide ELA assessment	0	0	0	8	18	22	0	0	0	48
Level 1 on statewide Math assessment	0	0	0	6	13	21	0	0	0	40
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	14	15	25	2	15	0	0	0	73

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	1	3	3	8	10	0	0	0	26

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	3	1	9	4	0	0	0	0	20
Students retained two or more times	0	0	0	0	1	0	0	0	0	1

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

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	3	27	30	33	27	30	0	0	0	150
One or more suspensions	1	1	4	3	1	5	0	0	0	15
Course failure in ELA	0	0	0	0	6	11	0	0	0	17
Course failure in Math	0	0	0	0	9	4	0	0	0	13
Level 1 on statewide ELA assessment	0	0	0	8	18	22	0	0	0	48
Level 1 on statewide Math assessment	0	0	0	6	13	21	0	0	0	40
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	14	15	25	2	15	0	0	0	73

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	1	3	3	8	10	0	0	0	26

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	3	1	9	4	0	0	0	0	20
Students retained two or more times	0	0	0	0	1	0	0	0	0	1

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

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

District and State data will be uploaded when available.

Accountability Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	61			69			72		
ELA Learning Gains	58			57			67		
ELA Lowest 25th Percentile	37			53			62		
Math Achievement*	68			66			73		
Math Learning Gains	67			40			62		
Math Lowest 25th Percentile	58			17			49		
Science Achievement*	57			56			57		
Social Studies Achievement*									
Middle School Acceleration									
Graduation Rate									
College and Career Acceleration									
ELP Progress							71		

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

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

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	406
Total Components for the Federal Index	7
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	40	Yes	1	
ELL	61			
AMI				
ASN				
BLK	46			
HSP	57			
MUL	63			
PAC				
WHT	59			
FRL	57			

Accountability Components by Subgroup

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

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	61	58	37	68	67	58	57					
SWD	41	46	24	51	53	33	29					
ELL	57	62		57	69							
AMI												
ASN												
BLK	46	56	50	50	50	40	31					
HSP	57	58	53	59	68	58	48					
MUL	60	64		55	73							
PAC												
WHT	63	56	23	73	68	64	65					
FRL	56	59	51	61	67	55	47					

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	69	57	53	66	40	17	56					
SWD	49	59		50	24	25	26					
ELL	53			47								
AMI												
ASN												
BLK	44	42		44	17		23					
HSP	60	61		52	28		37					
MUL	43			62								
PAC												
WHT	76	66		72	51		75					
FRL	64	56	58	58	32	15	45					

2018-19 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18	ELP Progress
All Students	72	67	62	73	62	49	57					71
SWD	47	50	48	52	53	46	40					
ELL												71
AMI												
ASN												
BLK	57	68	73	52	41	33	46					
HSP	70	59		75	72		56					
MUL	80			50								
PAC												
WHT	75	67	55	80	66	61	61					
FRL	66	62	59	69	62	55	52					

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

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

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

School, District and State data will be uploaded when available.

III. Planning for Improvement

Data Analysis/Reflection

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

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

The data component that showed the lowest performance was Science. Fifty - four percent of DCES fifth grade students were proficient in Science. DCES lacked a school wide Science plan.

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

The data component that showed the greatest decline from the prior year was ELA achievement which declined two percent from sixty-one percent to fifty-nine percent proficient. The population of students with disabilities is forty percent proficient in ELA.

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

The data component that has the greatest gap when compared to the state average is the achievement level of students with disabilities. Factors that contributed to this gap was a Master Schedule that did not maximize intervention time.

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

The data component that showed the most improvement was third through fifth grade mathematics. The actions taken were to focus on the adopted core curriculum, CCPS pacing guides, CCPS formative and summative assessments. Additionally teachers in grades three through five completed training on understanding the new B.E.S.T Standards.

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

One area of concern is students absent ten percent or more.
A second area of concern is students with a substantial reading deficiency.

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

1. Decreasing the number of students with substantial reading deficiency.
2. Decreasing the number of students with ten percent or more of missed instruction.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:

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

We want to improve the learning culture for all students. This was identified as goal due to the number of students with disabilities that are not meeting proficiency standards.

Measurable Outcome:

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

DCES' goal is to increase ELA proficiency of the SWD population to fifty percent.

Monitoring:

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

DCES will monitor this outcome three times a year with the F.A.S.T Progress monitoring assessments. DCES will also use formative and summative unit assessments as well as weekly DIBELS assessments to monitor progress.

Person responsible for monitoring outcome:

James Vernon (james.vernon@yourcharlotteschools.net)

Evidence-based Intervention:

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

DCES will be using the adopted core curriculum, Leveled Literacy Intervention, Reading Horizons, and Guided Reading.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

All of these items are district approved, Evidence-based , and readily availabel in our building.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Design of Master Schedule maximizing SWD instruction and intervention times.

Person Responsible: Jessica Smith-Jaekel (jessica.smith-jaekel@yourcharlotteschools.net)

By When: 8/2/2023

Implementation/Training of intervention materials

Person Responsible: Marie Brown (marie.brown@yourcharlotteschools.net)

By When: 8/2/2023

Classroom Walk-throughs will take place bi-weekly to monitor fidelity and chart the need for Professional Development.

Person Responsible: Jessica Smith-Jaekel (jessica.smith-jaekel@yourcharlotteschools.net)

By When: This will take place during the entire 2023 - 2024 school year. The first round will be completed by the end of October 2023.

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

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

Improve the learning culture for all students. This was identified as goal due to the number of students that missed ten percent or more of instruction. One of the most highly effective strategies according to John Hattie's research is Collective Teacher Efficacy. If students feel a sense of belief that the DCES staff believes they can achieve, then research shows that they do improve.

It is understandable that students miss school because of illness. We believe if we can keep improving school culture by making sure students feel as sense of belonging and feel that they are believed in at DCES than the only days they will miss will be because of illness.

Measurable Outcome:

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

Decrease the number of students that missed ten percent or more of instruction to under 10% of students.

Monitoring:

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

School attendance committee will monitor attendance rates and meet on a monthly basis.

Person responsible for monitoring outcome:

Marie Navarro (marie.navarro@yourcharlotteschools.net)

Evidence-based Intervention:

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

Evidence based intervention are used from the PBIS Resources.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Students respond to positive feedback.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Each month at attendance committee meetings all students attendance percentages are reviewed. Students that fall below certain marked attendance numbers are flagged and parents contacted.

Person Responsible: Marie Navarro (marie.navarro@yourcharlotteschools.net)

By When: Meetings are held at the end of each month.

Tiered interventions have been created for attendance procedures.

Person Responsible: Marie Navarro (marie.navarro@yourcharlotteschools.net)

By When: Meetings are held at the end of each month.

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:

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

DCES will improve science proficiency because science achievement is our lowest achievement category.

Measurable Outcome:

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

DCES will increase science proficiency from 54% to 57%.

Monitoring:

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

Science progress will be monitored through formative and summative district assessments throughout the year.

Person responsible for monitoring outcome:

Jessica Smith-Jaekel (jessica.smith-jaekel@yourcharlotteschools.net)

Evidence-based Intervention:

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

DCES will form a science Professional Learning Community to examine data and instructional practices. DCES will also collaborate with the district office to increase science integration across all specials areas.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

DCES believes that with increased attention on science, instruction and therefore achievement will improve.

Tier of Evidence-based Intervention

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

Tier 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Create a science PLC to meet bi-monthly regularly and examine data and instructional practices. This committee will then recommend action steps.

Person Responsible: Jessica Smith-Jaekel (jessica.smith-jaekel@yourcharlotteschools.net)

By When: September 1

Notes and decisions will be shared with staff after Science committee meetings. These notes will describe the schoolwide Science action plan.

Person Responsible: Marie Brown (marie.brown@yourcharlotteschools.net)

By When: September 19, 2023

CSI, TSI and ATSI Resource Review

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

Schoolwide Improvement funds are allocated to schools annually as a per pupil allocation based on Survey 3 FTE data. Supplemental federal funds are allocated to schools as requested by school leadership and based on need. Schools complete the Federal Programs Consultation Survey to request funds needed to support their school improvement areas of focus. The federal programs team reviews each request and approves on an individual basis giving priority to schools designated as CSI, TSI, and ATSI respectively.

Deep Creek Elementary uses Title I Funds to pay for a Lead Teacher, A Family Advocate, and Intervention Paras. The lead teacher is a coach and support to our teachers in ELA, Math, and Science instruction. She serves as a liaison to administration and district support for staff. The AFA is the community/family liaison for DCEs. Besides supporting our families in the instruction of reading and operating the family reading center she also works with students in Tier II intervention with Leveled Literacy Intervention. Other funds are spent to pay for three intervention paras that assist in running SPA and small group instruction so that Reading Endorsed teachers can run Tier III Intervention groups.

In addition, schoolwide improvement funds will be spent to assist in Science and Attendance. We will be purchasing attendance t-shirts that students will earn by attending school all day for a month. Students can earn these shirts by having perfect attendance during any month of the school year. Additionally, funds will be used to purchase Generation Genius, which has shown to be an effective program that schools in the district with higher science scores have used. Science coach books will also be purchased and use daily for Science questions and to supplement the curriculum.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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

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

The final School Improvement Plan will be presented at the back to school meeting for staff, Program Planner meeting, PPC Meeting, and the first two SAC Meetings of the year. It additionally will be posted on the school website. During these meetings the SIP, the SIP Budget and goals will be shared. This will take place two times during the school year, the initial meetings on August 10th and September 12 and additionally at the mid year meeting in February.

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

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

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

DCES uses Facebook, Remind, Liveschool, School Messenger, and Take Home Tuesday as methods to communicate. In addition, DCES hosts several Family Reading Center Events throughout the year to encourage reading and family engagement. Finally, DCES hosts one family event a per month starting in October and ending in March. These events have been posted on the DCES Website, DCES Facebook, and a paper copy will be sent home. Each week before these school events occur they are included in the School Messenger phone call and on the school sign out front. In addition, a Remind message is sent to all families.

DCES will participate in the district PFEP meetings to gain insight and advice from parents, staff, and community members. We will have several family events that will be spoke about during the meeting to see if improvements can be made or if additional events can take place. An engagement plan will be created and shared with our families on the DCES website and newsletter.

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

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

DCES has created both a Reading plan and a Math plan that addresses all the academic requirements from the FLDOE and CCPS. These plans include Tier I, Tier II, and Tier III instructional plans. DCES has also created a Master Schedule that addresses all the requirements from the FLDOE and CCPS. This Master Schedule will be followed and interruptions will be kept at a minimum.

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

This plan was developed in coordination and integration with other federal, state, and local services who are resources to students at Deep Creek Elementary. DCES has a partnership with:

Charlotte County Sherrif's Office which funds a School Resource Officer at our school who teacher students about bullying and active assaliant.

Ya Ya Backpacks, which is an organization that supplies backpacks of foods with extra food for the weekend.

SNAP which is provided by Luthern Services to students at DCES to assist them with controlling their emotions by using self-regulation and probelm solving skills

Copperfish books which helps promote literacy at DCES by offering financial support and reading events at their bookstore

Girls on the Run which promotes confidence with girls by providing lessons and helping girls accomplish running a 5K

K Club, which is a youth sponsored club from Kiwanis that helps promote leadership and service to assist our school.

Kiwanis shoes for kids which donates shoes to DCES for students in need.

Patterson Foundation which funds reading initiatives for kindergarteners new to DCES.

Lizzy the Literacy bus attends almost 10 events that DCES sponsors a year. This bus is stocked with books that students can take for free.

Suncoast Schools which sponsors and assist DCES with stocking our school book vending machines.

Harry Chapin Food Bank which donates food to our school for families in need.

Optional Component(s) of the Schoolwide Program Plan

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

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

Our mental health team consists of a school counselor, a social worker, and a part-time psychologist. Staff members can refer students in need through a Google Survey to our team. Short-term counseling services for parents can be provided. They also can assist families with scheduling appointments for evaluations and sharing of information with parent permission. The Breakfast Club where students who need extra support has been started in the morning as well as check-and-connect mentors.

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

Career and technical education is included in our social studies curriculum and there are standards at each grade level.

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

Our MTSS Team works collaboratively to problem solve and action plan to assist with student learning, behavior, and acceleration through a tiered systems of support. TST (Teacher Support Teams) meetings take place on Wednesdays each week to assist struggling students. These meetings include parents, teachers, school counselor, and psychologist. Interventions are put in place and progress is monitored through EDIS.

If interventions are not showing progress, procedures are in place to further assess the student and see if other assistance is needed.

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

Charlotte County Public Schools holds district wide professional development days and DCES has separate days for school-based PD. In addition, one Thursday of the month is saved for school-based professional learning through PLCs. DCES also holds paraprofessional meetings monthly to assist classroom instruction and student well-being.

DCES also holds monthly committee meetings in PBIS, Cub Pride, Science, Literacy, PPC, and Sunshine Committee to discuss needed professional learning at DCES.

NET is another training for new teachers. This year NET is connecting to a classroom management class as well as Marzano elements.

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

April starts kindergarten round up. This is the month where parents can begin registering students for kindergarten. Screenings are set up during this time where parents can come meet with their child's teacher and our school AFA helps parents register and sign up for important school communication methods.