

Charlotte County Public Schools

DEEP CREEK ELEMENTARY SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and

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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Nothing Less Than Success...For ALL!

Provide the school's vision statement

We are Cubs!

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Jennifer Deke

Position Title

Reading Coach

Job Duties and Responsibilities

- ELA data analysis
- Facilitate collaborative planning
- Provide professional development
- Coaching cycles

Leadership Team Member #2

Employee's Name

Sarah Baldwin

Position Title

Mathematics Coach

Job Duties and Responsibilities

- Mathematics data analysis
- Facilitate collaborative planning

- Provide professional development
- Coaching cycles

Leadership Team Member #3

Employee's Name

James Vernon

Position Title

Principal

Job Duties and Responsibilities

- Data analysis
- Plan for and provide resources for improvement
- Conduct walkthroughs and provide teacher feedback
- Monitor actions steps
- Monitor formative assessments
- Make adjustments to school improvement plans based on data

Leadership Team Member #4

Employee's Name

Jessica Smith-Jaekel

Position Title

Assistant Principal

Job Duties and Responsibilities

- Data analysis
- Plan for and provide resources for improvement
- Conduct walkthroughs and provide teacher feedback
- Monitor actions steps
- Monitor formative assessments
- Make adjustments to school improvement plans based on data

Leadership Team Member #5

Employee's Name

Marie Brown

Position Title

MTSS Coach

Job Duties and Responsibilities

- Data analysis
- Monitor formative and summative assessment data
- Facilitate problem-solving/MTSS meetings
- Coaching cycles

Leadership Team Member #6

Employee's Name

Marie Navarro

Position Title

School Social Worker

Job Duties and Responsibilities

- Data analysis related to attendance
- Conduct attendance meetings with families
- Attendance incentive programs

Leadership Team Member #7

Employee's Name

D. Demographic Data

[illegible]

37

3

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

[illegible]

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	61%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	546
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
61%	59%	58%	51%		64%	58%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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%
Students With Disabilities	45%	No		
English Language Learners	80%	No		
Black/African American Students	48%	No		
Hispanic Students	54%	No		
Multiracial Students	59%	No		
White Students	61%	No		
Economically Disadvantaged Students	52%	No		

2022-23 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%
Students With Disabilities	40%	Yes	2	
English Language Learners	48%	No		
Black/African American Students	45%	No		
Hispanic Students	54%	No		
Multiracial Students	54%	No		
White Students	62%	No		
Economically Disadvantaged Students	51%	No		
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%
Students With Disabilities	40%	Yes	1	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS										
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.
All Students	61%		58%	37%	68%	67%	58%	57%		
Students With Disabilities	41%		46%	24%	51%	53%	33%	29%		
English Language Learners	57%		62%		57%	69%				
Native American Students										
Asian Students										
Black/African American Students	46%		56%	50%	50%	50%	40%	31%		
Hispanic Students	57%		58%	53%	59%	68%	58%	48%		
Multiracial Students	60%		64%		55%	73%				
Pacific Islander Students										
White Students	63%		56%	23%	73%	68%	64%	65%		
Economically Disadvantaged Students	56%		59%	51%	61%	67%	55%	47%		

III. Planning for Improvement

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

Two areas of concern identified from the Early Warning System (EWS) data are the number of students missing 10% or more of instruction and the performance and growth of students in the lowest 25% (L25). These issues highlight the need for focused interventions to improve attendance and provide targeted academic support to ensure that our L25 students are making adequate progress and closing the achievement gap.

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Small-group Instruction

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Deep Creek Elementary has identified English Language Arts (ELA) and Mathematics learning gains, particularly among the lowest 25% of students, as a critical area of focus this year. This decision was based on a thorough review of last year's data, which highlighted significant gaps and underperformance in these areas, indicating a crucial need for targeted interventions and supports to improve student outcomes.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Model Schools Professional Learning

Person Monitoring:

James Vernon

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

A team of teachers and school leaders attended the Model Schools conference. They will engage teachers in professional learning each month related to thoughtful and meaningful work.

Action Step #2

Rigor Walkthroughs

Person Monitoring:

James Vernon

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The leadership team will complete regular walkthroughs to collect data on the frequency of thoughtful and meaningful work. Each walkthrough will record the questions that students are answering. Each question will be record and assigned a rigor level. This data will be shared with teachers in order to have discussions on how to increase the frequency of higher rigor questions and work.

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Deep Creek Elementary has determined that attendance will be an area of focus this year. Last year, 18 percent of students were chronically absent. Increasing attendance will increase instructional time and should result in increased achievement and learning gains.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Deep Creek Elementary will decrease the percentage of students who are chronically absent by 2% from 18% to 16%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Attendance will be monitored weekly through FOCUS. Monitoring for students who are missing 10% or more of instructional time will allow us to develop intervention plans for those students. We believe providing individualized intervention plans will result in increased attendance for those students who are chronically absent.

Person Monitoring:

Marie Navarro

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Students who drop below 90% attendance for three months will be put on individual incentive plans. These plans will be customized to ensure they are reinforcing for each student. Students will earn incentives for being at school.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

result in increased achievement for all students.

How Plan is Developed

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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

Our school improvement plan is developed in coordination with students, staff, families, and the community. We disseminate data and gather feedback to determine areas of focus and learning priorities for the upcoming school year.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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. (ESEA 1114(b)(7)(iii)(I))

Deep Creek Elementary regularly examines data from a variety of sources and matches counseling, school-based mental health and mentoring services to ensure that students receive instruction or interventions as needed outside of the academic subject areas. This data is examined monthly at leadership team meetings.

Preparing for Postsecondary Opportunities and the Workforce

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. (ESEA 1114(b)(7)(iii)(II))

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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 ESEA 1114(b)(7)(iii)(III)).

Deep Creek Elementary uses a tiered PBIS plan to address problem behaviors and provide early interventions.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic to address 8.3sses ofechers to 7seffe

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00