

Leon County Schools

DEERLAKE MIDDLE SCHOOL



2025-26 Schoolwide Improvement Plan

Table of Contents

- SIP Authority 1
- I. School Information 2
 - A. School Mission and Vision 2
 - B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 2
 - C. Demographic Data..... 12
 - D. Early Warning Systems 13
- II. Needs Assessment/Data Review 16
 - A. ESSA School, District, State Comparison 17
 - B. ESSA School-Level Data Review 18
 - C. ESSA Subgroup Data Review 19
 - D. Accountability Components by Subgroup..... 20
 - E. Grade Level Data Review 23
- III. Planning for Improvement..... 24
- IV. Positive Learning Environment 29
- V. Title I Requirements (optional)..... 33
- VI. ATSI, TSI and CSI Resource Review 36
- VII. Budget to Support Areas of Focus 37

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 (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. 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 academics and S.T.E.A.M infused 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.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

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

Taita Scott

scottT@leonschools.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Mrs. Scott is responsible for supporting the principal in the execution of his duties and serves as the Assistant Principal for Curriculum and supports the principal in the execution of his duties. Mrs. Scott's assigned duties include serving as the Curriculum Administrator (6th-8th), 8th Grade Administrator, Testing Administrator, School Improvement Plan/School Advisory Council Facilitator (including School Advisory Council liaison), FTE Coordinator, and Attendance Administrator.

Mrs. Scott will monitor the academic progress of core academic and tested subjects in 8th grade including progress of 8th grade students in the bottom quartile. Additionally, Mrs. Scott will monitor data related to all subgroups of the Federal Index, attendance and truancy process, and work in conjunction with the Guidance Counselor and School Social Worker to monitor chronic absenteeism and implement Attendance Improvement Plans.

Leadership Team Member #2

Employee's Name

Kari Crowder

crowderK@leonschools.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Mrs. Crowder served as Assistant Principal for Administration and supports the principal in the execution of his duties. Mrs. Crowder's assigned duties include serving as Discipline Administrator, 7th Grade Administrator, School Safety Administrator (includes serving as Lead Admin for Suicide Intervention Team, Threat Assessment, Bullying and Harassment Investigator, and Critical Incidents), and manages all data reported to the DOE SESIR database.

Mrs. Crowder will monitor the academic progress of core academic and tested subjects in 7th grade

including progress of 7th grade students in the bottom quartile. Additionally, Mrs. Crowder will work in conjunction with the Guidance Counselor to monitor data related to the Positive Behavior Support goal of School Improvement Plan.

Leadership Team Member #3

Employee's Name

Bobby Angry

angryB@leonschools.net

Position Title

Dean/Testing Coordinator

Job Duties and Responsibilities

Mr. Angry serves as the Dean, 504 Coordinator, and Testing Coordinator (FAA, FSA, EOC). Mr. Angry supports daily discipline needs by processing student discipline incidents, bullying investigations, and serves as the vice chair of the School Based Threat Management Team. Additionally Mr. Angry is the Lead Administrator for Facilities Management, serves as SAC Chair, and leads the Diversity Committee.

Leadership Team Member #4

Employee's Name

Rachel Thomas

rachel.thomas@leonschools.net

Position Title

Guidance Counselor

Job Duties and Responsibilities

Ms. Thomas is the 6th - 8th grade guidance counselor and is responsible for the social/emotional learning programs, mental health support, Positive Behavior Support chair, bullying investigation intake support., and Department of Children and Families (DCF) contact. Mrs. Thomas coordinates all parent/teacher conferences and serves as ESE/Guidance Department Chair. Mrs. Thomas serves as the Mental Health expert on the School Based Threat Management Team.

Mrs. Thomas will work in conjunction with the Assistant Principals to monitor data and Tier 1 and 2 initiatives related to the Attendance and Positive Behavior Support goals of the School Improvement Plan.

Leadership Team Member #5

Employee's Name

Katherine Solz Smyre

solzk@leonschools.net

Position Title

Reading Coach

Job Duties and Responsibilities

Ms. Smyre serves the Reading Coach and Department Chair for the Language Arts department. Additionally Mrs. Smyre serves as Chair of the Lowest 25% subcommittee to monitor academic progress and learning gains across FSA Progress Monitoring assessments (PM1, PM2, PM3)

Mrs. Smyre will monitor school wide Language Arts progress monitoring data and effectiveness of interventions for the School Improvement Plan.

Leadership Team Member #6

Employee's Name

Robyn Dilmore

robyn.dilmore@leonschools.net

Position Title

Referral Coordinator/Academic Recovery/Instructional Technology

Job Duties and Responsibilities

Mrs. Dilmore serves as the Referral Coordinator, Academic Recovery Coach, Instructional Technology Coach, and Social Studies Department Chairperson. Mrs. Dilmore supports instruction by providing accommodations for students within guidelines of their IEP or 504 plans, monitors student needs for academic interventions, communicates with stakeholders (student, teachers parents, and administration) to create recovery plans, monitors and tracks student progress across multiple platforms (Canvas, Plato, FLVS Flex) to ensure middle school promotion requirements are met. Additionally Mrs. Dilmore serves as the school's Instructional Technology Specialist and provides schoolwide training and support to teachers to enhance implementation of major platforms, coordinates the school's eSports Lab and serves on the Hospitality and PBIS committees.

Mrs. Dilmore will provide support with monitoring academic progress of students in the lowest quartile, progress monitoring for mastery of Civics EOC concepts, and implementation of Tier 1 Attendance and PBIS initiatives (student recognition) for the School Improvement Plan.

Leadership Team Member #7

Employee's Name

Chris Burkey

burkeyC@leonschools.net

Position Title

Activities Director, Technology, and Administrative Support

Job Duties and Responsibilities

Mr. Burkey serves as the Technology Coordinator and Activities/Athletic Director, He is responsible for schoolwide technology initiatives, oversees implementation of new technology initiatives, supports teachers in implementing best practices using existing and new technologies and manages school communication platforms (FOCUS communication, website, and social media). Additionally, Mr. Burkey serves as the Activities and Athletics Director and assists the Principal in ensuring compliance with district athletic rules and budgets, oversee all athletic programs and coaching staff, coordinates the schoolwide calendar, and plans/manages budgets for student recognition initiatives and activities.

Mr. Burkey will provide support with implementation of Tier 1 Attendance and PBIS initiatives (student recognition) for the School Improvement Plan.

Leadership Team Member #8

Employee's Name

Patricia Knauf

knaufp@leonschools.net

Position Title

Science Department Chair/Biology & Earth/Space Science Teacher

Job Duties and Responsibilities

Mrs. Knauf serves as the Science Department Chair and teaches high school credit Biology and Earth/Space Science. Additionally, Mrs. Knauf serves on the schools Positive Behavior Support/Resiliency committee.

Mrs. Knauf will monitor school wide Science progress monitoring data which contributes to the Science component of the school grade.

Leadership Team Member #9

Employee's Name

Kayla Myers

myersk@leonschools.net

Position Title

School Social Worker

Job Duties and Responsibilities

Ms. Myers is the assigned School Social Worker to Deerlake Middle School. She serves as a member of the Suicide Intervention and School Based Threat Management teams. Additionally, Ms. Myers works with students and families to provide interventions and support to eliminate barriers that may impede success at school, holds individual and small group counseling sessions, and works with district departments and external agencies to ensure basic needs are met for families in crisis.

Ms. Myers will work in conjunction with the Assistant Principals to monitor data related to the Attendance and Positive Behavior Support goals of the School Improvement Plan.

Leadership Team Member #10**Employee's Name**

Vince Cartwright

cartwrightV@leonschools.net

Position Title

SITE Chairperson/US History Teacher

Job Duties and Responsibilities

Mr. Cartwright serves as an 8th Grade US History teacher and Chair of the School Based Decision Making Team (SITE). Mr. Cartwright is tasked with leading discussion and implementation of any teacher identified change initiatives for improving our school's functions.

Leadership Team Member #11**Employee's Name**

Joe Miller

TEC Representative/Stem & Technology Teacher

Position Title

joseph.miller@leonschools.net

Job Duties and Responsibilities

Mr. Miller serves as a Technology Teacher and TEC Representative. Mr. Miller ensures any site based staff development aligns with school and district goals and proper reporting of in-service credit. Additionally, Mr. Miller works alongside the Principal to manage the staff development budget.

Leadership Team Member #12

Employee's Name

Jen Schwartz

jennifer.schwartz@leonschools.net

Position Title

Mathematics Department Chair/Algebra Teacher

Job Duties and Responsibilities

Mrs. Schwartz serves as the Mathematics Department Chair and teaches high school credit Algebra I honors. Additionally, Mrs. Schwartz supports student wellness initiatives as coach of the Pickleball Club and serves on the schools Supplemental Instructional Materials committee.

Mrs. Schwartz will monitor school wide math progress monitoring data and effectiveness of interventions for the School Improvement Plan.

Leadership Team Member #13

Employee's Name

Amber Floyd

amber.floyd@leonschools.net

Position Title

6th Grade Science Teacher & Project Manager

Job Duties and Responsibilities

Mrs. Floyd teaches 6th grade science and serves as 6th grade Project Manager (formerly known as team leader). She is responsible for chairing grade level meetings to discuss student needs (Academics, Attendance, Behavior, Student Recognition, etc.). Mrs. Floyd ensures that grade level concerns are brought to the attention of Administration and referrals to the MTSS team.

Leadership Team Member #14

Employee's Name

Amice Fletcher

nancy.fletcher@leonschools.net

Position Title

Civics Teacher & 7th Grade Project Manager

Job Duties and Responsibilities

Mrs. Fletcher teaches 7th grade Civics and serves as 7h grade Project Manager (formerly known as team leader) She is responsible for chairing grade level meetings to discuss student needs (Academics, Attendance, Behavior, Student Recognition, etc.). Mrs. Fletcher ensures that grade level concerns are brought to the attention of Administration and referrals to the MTSS team.

Leadership Team Member #15

Employee's Name

Erin Smidt

erin.smidt@leonschools.net

Position Title

Earth Space/8th Grade Science Teacher and 8th Grade Project Manager

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #16

Employee's Name

Jay Hipps

hippsj@leonschools.net

Position Title

Allied Arts Chairperson/Academic Recovery

Job Duties and Responsibilities

Mr. Hipps serves as a Resource Teacher for Academic Recovery and Allied Arts department chair.

Leadership Team Member #17

Employee's Name

Steve Mills

millss2@leonschools.net

Position Title

Principal

Job Duties and Responsibilities

The school principal is responsible for oversight of human resource development, facilities, and all academic and social aspects of the school.

Principal Mills will provide the structure and frequency for monitoring school wide academic progress

and status/progress of areas of improvement identified in the School Improvement Plan.

Leadership Team Member #18

Employee's Name

Candace Brawner

brawnerc@leonschools.net

Position Title

ESE Department Chair/ESE Teacher

Job Duties and Responsibilities

Ms. Brawner serves as an ESE Resource Teacher and ESE department chair.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2).

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

Deerlake Middle School seeks input from all stakeholders (Parents, teachers, staff, students, and business/community members) to formulate the School Improvement Plan.

Administration, Teachers, and Support Staff: Administrators and teachers review data on an ongoing basis to determine school wide needs. At the beginning of each school year, the prior year's data and statistics are reviewed to determine strength and challenges. Teachers meet as department and grade levels to review data and provide input for SIP goals. Each bargaining unit (Teachers- LCTA, Support Staff-LESPA) holds elections to determine representatives to the schools SITE Based Team Decision council and representation for the School Advisory Council (SAC).

Parents: A public forum is held in which parents can review prior year's data, recommended goals proposed by teachers, and have input to the development of the School Improvement Plan. The final SIP is approved by the SAC and progress toward the goal is reviewed quarterly.

Students: The leadership of the Student Government Association are invited to attend SAC meetings

and provide input.

3. 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

Varied data components of the School Improvement Plan are monitored on a weekly, monthly, quarterly, and semiannual basis.

The Deerlake Administration team meets on a weekly basis and discuss areas of success and challenges. Short term goals and plans are assigned and implemented to determine improvement and further measures to be taken. These weekly meetings allow the administrative team to keep watch on key operations that may impede student success.

Teachers meet as a department or grade level formally each month, however, most departments and grade levels engage in several informal meetings where information and concerns are shared, potential interventions are identified, and collaboration with admin team or district staff is sought to improve potential barriers to progress.

The Deerlake Leadership Team comprised of administration, department chairs, and grade level team leaders meet monthly to review progress using a variety of data (academic, attendance, behavior referrals, and other concerns)

The school improvement plan goals and correlating data are reviewed on a quarterly basis by the School Advisory Committee (SAC) which is comprised of Administrators, Teachers/Staff, Parents, Students, and Business/Community partners.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	MIDDLE/JR. HIGH 6-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	NO
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	15.2%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: A 2023-24: A 2022-23: A 2021-22: A 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	
School Enrollment							250	294	276	820
Absent 10% or more school days							27	48	48	123
One or more suspensions							12	38	29	79
Course failure in English Language Arts (ELA)							1	2	1	4
Course failure in Math							1	1	3	5
Level 1 on statewide ELA assessment							13	38	29	80
Level 1 on statewide Math assessment							22	35	12	69
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)							0	0	0	0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)							0	0	0	0

Current Year 2025-26

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							12	26	27	65

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year							1	1	0	2
Students retained two or more times							1	0	0	1

Prior Year (2024-25) As Last 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 school days							39	45	68	152
One or more suspensions							16	44	43	103
Course failure in English Language Arts (ELA)								5	3	8
Course failure in Math								18	6	24
Level 1 on statewide ELA assessment							21	32	16	69
Level 1 on statewide Math assessment							31	41	35	107
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2024-25) As Last Reported (pre-populated)

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							12	40	45	97

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year								1		1
Students retained two or more times										0

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))

A. ESSA School, District, State Comparison

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.

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	73	57	58	73	54	53	76	52	49
Grade 3 ELA Achievement			27			21			
ELA Learning Gains	63	58	59	57	56	56			
ELA Lowest 25th Percentile	46	51	52	43	52	50			
Math Achievement*	84	64	63	87	63	60	84	58	56
Math Learning Gains	76	65	62	83	69	62			
Math Lowest 25th Percentile	65	55	57	75	61	60			
Science Achievement	76	56	54	76	52	51	79	51	49
Social Studies Achievement*	90	80	73	91	77	70	94	75	68
Graduation Rate									
Middle School Acceleration	84	74	77	82	77	74	77	67	73
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	47	53		46	49	53	42	40	

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

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

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	73%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	657
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
73%	74%	82%	71%	70%		73%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 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.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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	42%	No		
English Language Learners	58%	No		
Asian Students	89%	No		
Black/African American Students	65%	No		
Hispanic Students	70%	No		
Multiracial Students	70%	No		
White Students	73%	No		
Economically Disadvantaged Students	57%	No		

D. 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.

2024-25 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.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	73%		63%	46%	84%	76%	65%	76%	90%	84%			
Students With Disabilities	32%		42%	35%	43%	51%	42%	28%	57%	50%			
English Language Learners	52%		52%	30%	81%	76%							
Asian Students	86%		67%		95%	88%		96%	96%	96%			
Black/African American Students	60%		61%	57%	66%	77%	73%	46%	82%	64%			
Hispanic Students	64%		63%	48%	83%	78%	69%	70%	86%	70%			
Multiracial Students	76%		68%	27%	73%	68%	64%	91%	82%	79%			
White Students	74%		62%	47%	86%	75%	62%	77%	91%	85%			
Economically Disadvantaged Students	52%		54%	41%	58%	63%	56%	51%	74%	63%			

04/2025

2023-24 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	73%		57%	43%	87%	83%	75%	76%	91%	82%
Students With Disabilities	39%		44%	26%	55%	64%	57%	45%	70%	73%
English Language Learners	50%		53%		79%	73%				
Asian Students	93%		83%		100%	94%		91%	100%	92%
Black/African American Students	56%		46%	39%	66%	74%	71%	43%	80%	57%
Hispanic Students	66%		56%	47%	82%	84%	83%	83%	94%	83%
Multiracial Students	81%		50%		88%	84%		91%	100%	89%
White Students	73%		57%	43%	89%	83%	76%	78%	91%	83%
Economically Disadvantaged Students	51%		50%	41%	72%	80%	73%	59%	77%	63%

2022-23 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.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	76%				84%			79%	94%	77%			53%
Students With Disabilities	47%				49%			37%	78%	55%			
English Language Learners	42%				63%								
Asian Students	92%				100%			94%	100%	90%			
Black/African American Students	56%				62%			58%	82%	52%			
Hispanic Students	71%				75%			76%	86%	69%			
Multiracial Students	73%				78%			80%	100%	57%			
White Students	78%				88%			81%	96%	80%			
Economically Disadvantaged Students	58%				64%			58%	85%	39%			

E. 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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	6	72%	58%	14%	60%	12%
ELA	7	75%	55%	20%	57%	18%
ELA	8	74%	54%	20%	55%	19%
Math	6	77%	59%	18%	60%	17%
Math	7	87%	55%	32%	50%	37%
Math	8	65%	46%	19%	57%	8%
Science	8	69%	41%	28%	49%	20%
Civics		90%	77%	13%	71%	19%
Biology		100%	75%	25%	71%	29%
Algebra		98%	55%	43%	54%	44%
Geometry		100%	54%	46%	54%	46%
2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Geometry						

* data suppressed due to fewer than 10 students or all tested students scoring the same.

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

Overall learning gains in reading showed the most improvement at 63% of students demonstrating gains (57% in 2024). During the 2024-2025 school year the Language Arts department implemented more frequent progress monitoring of the lowest quartile students using STAR Reading monthly assessments, student data chats and goal setting, and implementing rewards (donations from community) to encourage and recognize students making learning gains.

Lowest Performance

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

Though there was an improvement by three percentage points (2024- 43%, 2025 46%), ELA learning gains among the lowest quartile showed the least amount of growth. The average of 46% also falls below the district average of 51% and the state average of 52%.

Some factors contributing to delayed growth is the increase of students within the subgroup include low reading fluency, inability to apply appropriate strategies with complex texts/higher order questions, and chronic attendance issues.

Greatest Decline

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

The greatest decline was demonstrated in the math gains of the lowest quartile (2024-75%, 2025-65%). Though these averages exceed the district and state average, our goal is to continue to maximize improvement among all student subgroups.

Potential factors contributing to the decline could include students with the subgroup demonstrating attendance issues and historic low performance of this subgroup since elementary.

Greatest Gap

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.

Though there was an improvement by three percentage points (2024- 43%, 2025 46%), ELA learning gains among the lowest quartile showed the least amount of growth. The average of 46% also falls below the district average of 51% and the state average of 52%.

Some factors contributing to delayed growth is the increase of students within the subgroup demonstrating attendance issues and historic low performance of these students since elementary school during the pandemic years.

EWS Areas of Concern

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

Area of Concern 1: Students with attendance below 90%. Approximately 123 students have attendance rates less than 90% which is approximately 15% of our student population.

Area of Concern 1: Students with one or more suspensions. Approximately 79 students have received one or more suspensions which is approximately 10% of our student population.

Highest Priorities

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

- 1-Improving learning gains in reading for all students with emphasis on the lowest quartile.
- 2-Reducing Chronic Absenteeism
- 3-Improving Science Proficiency
- 4-Improving Civics Proficiency

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.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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.

Based on 2025 ESSA Data, students with disabilities meeting acceptable progress decreased by 9 percentage points 2024: 53%, 2025: 42%).

Measurable Outcome

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.

The SWD subgroup will increase by 3 percentage points (45%) in 2026 ESSA data.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Quarterly review of progress monitoring data (FSA, STAR Reading, Language Live, content area assessments, etc.) to review progress of students within the SWD subgroup. Unique Skills instructors will provide monthly data chats with students.

Person responsible for monitoring outcome

Kari Crower & Taita Scott

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Student Data Chats & Goal Setting

Rationale:

Research indicates schools that frequently monitor student data AND engage in individual data chats with students demonstrate higher levels of performance. Students become more aware of their

current levels/progress, are aware that stakeholders are watching their progress, and feel more supported. This leads to increased effort and ownership of student data.

Tier of Evidence-based Intervention:

Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Create Progress Monitoring and Student Data Chat Calendars

Person Monitoring:

Kari Crowder/Taita Scott/Katherine Solz/Jen Schwartz

By When/Frequency:

August 31, 2025

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

Compile school calendar of progress monitoring assessments (Benchmark tests, FSA PM 1, STAR, etc.) and distribute to teachers. Meet with ESE students to discuss current status baseline data, set goals, and interest inventory.

Action Step #2

Student Data Chats

Person Monitoring:

Kari Crowder/Taita Scott/Katherine Solz

By When/Frequency:

Monthly or Quarterly (by assessment)

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

Students will engage in Student Data Chats after: FAST PM1 for Reading and Math (Fall, Winter, Spring) and after completing monthly or quarterly classroom based progress monitoring (STAR Reading, unit tests, district benchmark tests, etc.)

Area of Focus #2

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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.

Though progress is made among student learning gains in ELA, students identified in the lowest quartile are making less progress than their peers when comparing school data to the district and state average (Deerlake 46%, District 51%, State 52%).

Measurable Outcome

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.

Deerlake learning gains for all students will increase by 3 percentage points (overall and lowest quartile).

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Administration will engage in monthly data chats (in person or virtual) with teachers.

Teachers and administration will engage in periodic data chats with students to review progress and set goals (Baseline/Benchmark testing, PM1-PM3, Unit Assessments, STAR, etc.).

Parents will receive a quarterly report of ELA progress via report card and supplemental reports (data charts, notes home, phone call, etc.) to ensure they understand their child's progress beyond the letter grade.

Person responsible for monitoring outcome

Kari Crowder/Taita Scott/Katherine Solz

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Increase frequency of data reporting to all stakeholders

Rationale:

Data reporting to all stakeholders is key to communicating strengths, challenges, and celebrating growth. Administration and Reading Coach will collect and disseminate data to stakeholders to ensure they are aware of growth and needs.

Tier of Evidence-based Intervention:

Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Create Progress Monitoring Calendar**Person Monitoring:**

Kari Crowder/Taita Scott/Katherine Solz

By When/Frequency:

August 31, 2025

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

Compile school calendar of progress monitoring assessments (Benchmark tests, FSA PM 1, STAR, etc.), data review dates for teachers, suggested timeline for student data chats, and distribute to teachers. Review and compile assessment data for a virtual data wall. Meet with students to discuss current status baseline data, set goals, and interest inventory.

Action Step #2

Stakeholder Data Chats

Person Monitoring:

Kari Crowder

By When/Frequency:

Monthly or Quarterly

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

Administration and Reading Coach will review all testing data and conduct data chats with teachers (in person, virtual data walls, etc.). Language Arts department will review the data at monthly meetings to discuss instructional implications of the data and share best practices. Students will engage in Student Data Chats after: FAST PM1 for Reading and Math (Fall, Winter, Spring) and after completing monthly or quarterly classroom based progress monitoring (STAR Reading, unit tests, district benchmark tests, etc.) Parents of students in the lowest quartile will have an opportunity to schedule a follow up contact (as needed) to review ELA progress (via email, phone call, or TEAMS meeting).

IV. Positive Learning 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.

There is a direct correlation between student attendance and student achievement (learning gains). By educating stakeholders on the importance of daily attendance and methods to properly document attendance Deerlake will make progress toward achieving an average daily attendance rate of 93% for the 24-25 school year and 95% by the 26-27 school year.

During the 2024-2025 school year Deerlake's Average Daily Attendance rate was 92.58% (23-24 average was 92.57%)

Average Daily Attendance by Grade Level (24-25)

6th grade: 93.76%

7th grade: 92.65%

8th grade: 91.27%

Chronic Absenteeism: The United States Department of Education defines chronic absenteeism as students who are chronically absent miss at least 15 days (excused, unexcused absences and suspensions) of school a year. During the 2024-2025 school year approximately 24.42% of Deerlake students were considered Chronically Absent (2023-2024 chronic absentee rate was 18.34% .

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.

During the 2025-2026 school year Deerlake will focus on celebrating students that maintain acceptable attendance (94%), increase the Average Daily Attendance rate to at least 93%, and reducing the number of students classified as chronically absent to no more than 20% of the student population.

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 is monitored on a daily basis for teacher compliance by the Assistant Principal and parent/student compliance by the Attendance Secretary. A weekly report is run by the Assistant Principal to identify students in jeopardy of receiving attendance warning letters. Attendance warning letters are issued to parents each Tuesday through FOCUS for students with more than 5, 10, or 15 absences. Attendance is reviewed on a weekly basis by the Assistant Principal and Social Worker and monthly with the MTSS team.

Person responsible for monitoring outcome

Taita Scott/Kayla Myers, SSW

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Daily & Weekly Attendance monitoring and reporting to stakeholders to occur via morning news show, social media posts and school marquee (average daily attendance for the week), and internal staff emails/updates.

Rationale:

Sharing average daily attendance for the prior week with students, parents, and teachers will keep the conversation of attendance in the forefront. Parents and students will be encouraged to upload or return attendance notes in a timely manner.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Attendance Alert at 2 Unexcused Absences (Informal Student Conferences/Targeted Communication: Attendance printouts for students and Attendance emails (via FOCUS Communication) to students/families prior to entering 5, 10, or 15 day status.

Rationale:

Alert student and parents of missing attendance at two or more unexcused absences. Students will be called in for an informal attendance meeting (during electives) and given a printout of absence and information on steps to submit documentation for excusal. prior to accumulation of 5, 10, or 15 days will allow time to clean up and encourage/develop good habits of uploading notes in a timely manner.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Daily Attendance Review

Person Monitoring:

Taita Scott/Tip Watts

By When/Frequency:

Daily

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

Review attendance daily to determine students with 2 or more unexcused absences. Follow up with student and parent to determine excused/unexcused status.

Action Step #2

Attendance Warning Emails

Person Monitoring:

Taita Scott

By When/Frequency:

Weekly

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

Send emails to student and primary contact for all students with 2 or more unexcused absences for the week. Email will include district policy, state statutes, and specific instructions for documenting attendance from the Deerlake Attendance website.

Action Step #3

Attendance Conferences & Contracts

Person Monitoring:

Taita Scott, AP/Kayla Myers, SSW

By When/Frequency:

As Needed

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

Schedule and conduct attendance conferences and contracts with students exhibiting chronic absenteeism (on track to miss more than 10 days of school).

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections

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

No Answer Entered

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

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 assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process you engage in with your district 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) and rationale (i.e., data) you have determined will be used this year 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 2025-26 UniSIG funds but has chosen NOT to apply.	No
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BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00