

Pasco County Schools

DEER PARK ELEMENTARY SCHOOL



2026-27 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 (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

DEER PARK'S MISSION IS TO DEVELOP AN INCLUSIVE ENVIRONMENT BY MAINTAINING HIGH EXPECTATIONS, GROWING COMMUNITY RELATIONSHIPS, AND ENCOURAGING FAMILY ENGAGEMENT TO MAKE LIFE-LONG LEARNERS.

Provide the school's vision statement

EXPECT MORE; ACHIEVE MORE!

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

Shannon Middleton

smiddlet@pasco.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

-Curriculum Leader
-Ensuring that academic policies and curriculum are followed
-Developing and tracking benchmarks for measuring institutional success
-Helping teachers maximize their teaching potential
-Meeting and listening to concerns of students and parents on a regular basis -Encouraging, coaching and assisting student leaders and teachers

- Meeting with parents and stakeholders on a regular basis for problem resolution
- Enforcing discipline when necessary

Leadership Team Member #2

Employee's Name

Billie Sass

bsass@pasco.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

- Assists in the planning, development, organization, coordination, and supervision of instructional programs and activities; interprets and implements the District approved curriculum program in light of individual school needs.
- Assists in providing leadership to the professional staff in determining objectives and identifying school needs as the basis for developing long and short range plans for the school.
- Assists the principal in the overall administration of the school and assumes leadership of the school in the absence of the principal.
- Assists in the supervision of student enrollment, records, attendance, and health requirements.
- Develops plans for emergency situations, in cooperation with staff and public safety agencies.
- Maintains a commitment to ongoing growth in self and others, supporting and participating in district and site professional growth programs.
- Relates to students with mutual respect while carrying out a positive and effective discipline policy.
- Supervises the reporting and monitoring of student attendance, with follow-up student/parent contact where necessary.
- Has knowledge of local policies, state and federal laws relating to minors.
- Performs other related duties as needed.

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.

The development of the SIP was a collaborative effort. Data results from the FAST, NWEA, NGSS Science, student unit performance data and parent surveys exposed areas of need and focus for our school. Through numerous discussions and input survey's with school leadership and our School Advisory Council (which is comprised of parents, staff and business partners) our school needs were identified and drove the creation of our school goals.

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)).

Monitoring of our SIP will be completed through a variety of ways. Our school PLCs will monitor student unit performance data, Leadership will review the student progress in relation to the SIP goals at their monthly meetings and our SAC committee will review overall school data at their meetings. Each month, results will be analyzed to see if supports and interventions need to be adjusted, intensified, or resources shifted, to better help students close the gap between performance and expectations.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	54.6%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 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) 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>	2025-26: B 2024-25: A 2023-24: C 2022-23: B 2021-22: B

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	69	78	69	83	89	87				475
Absent 10% or more school days	14	17	12	12	20	20				95
One or more suspensions	3	6	4	2	7	7				29
Course failure in English Language Arts (ELA)	0	0	0	0	0	0				0
Course failure in Math	0	0	0	0	0	0				0
Level 1 on statewide ELA assessment				14	11	9				34
Level 1 on statewide Math assessment				7	16	17				40
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	11	30	10	15						66
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	7	10	9	7	16					49

Current Year 2026-27

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	8	9	2	3	7	11				40

Current Year 2026-27

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	4	1	6	2	0				14
Students retained two or more times	0	0	0	0	0	0				0

Prior Year (2025-26) 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	
School Enrollment										0
Absent 10% or more school days										0
One or more suspensions										0
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
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 (2025-26) 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										0

Prior Year (2025-26) 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										0
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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	64	59	62	65	53	59	51	51	57
Grade 3 ELA Achievement	67	58	61	76	55	59	51	51	58
ELA Learning Gains	67	62	63	67	56	60	52	56	60
ELA Lowest 25th Percentile	60	56	58	70	51	56	52	53	57
Math Achievement*	60	59	66	59	54	64	47	50	62
Math Learning Gains	60	61	64	55	55	63	52	54	62
Math Lowest 25th Percentile	54	44	50	56	43	51	51	46	52
Science Achievement	50	56	62	54	49	58	47	46	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					62	63		59	61

*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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	60%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	482
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
60%	60%	53%	51%	54%	56%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	43%	No		
English Language Learners	45%	No		
Hispanic Students	53%	No		
Multiracial Students	47%	No		
White Students	63%	No		
Economically Disadvantaged Students	56%	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.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	64%	67%	67%	60%	60%	60%	54%	50%					
Students With Disabilities	31%	50%	51%	63%	40%	51%	40%	18%					
English Language Learners	40%		50%		40%	50%							
Hispanic Students	50%	25%	78%	50%	50%	64%	73%	37%					
Multiracial Students	53%		50%		41%	43%							
White Students	70%	78%	65%	62%	64%	58%	48%	57%					
Economically Disadvantaged Students	56%	59%	68%	63%	53%	52%	55%	42%					

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	65%	76%	67%	70%	59%	55%	56%	54%					42%
Students With Disabilities	33%	43%	67%	76%	26%	35%	31%	6%					
English Language Learners	40%		64%		53%	64%							42%
Hispanic Students	59%	77%	66%	69%	46%	60%	63%	43%					
Multiracial Students	63%		53%		54%	41%							
White Students	66%	75%	70%	68%	63%	55%	57%	58%					
Economically Disadvantaged Students	60%	69%	62%	63%	59%	58%	63%	55%					

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.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	51%	51%	52%	52%	47%	52%	51%	47%					70%
Students With Disabilities	19%	27%	42%	64%	20%	46%	47%						
English Language Learners	38%		17%		38%	33%							70%
Hispanic Students	34%	44%	33%	36%	30%	43%	60%						
Multiracial Students	45%		62%		50%	77%							
White Students	55%	52%	55%	57%	51%	53%	48%	50%					
Economically Disadvantaged Students	45%	48%	49%	45%	43%	48%	38%	42%					

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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	67%	61%	6%	60%	7%
ELA	4	74%	60%	14%	60%	14%
ELA	5	65%	59%	6%	61%	4%
Math	3	71%	62%	9%	66%	5%
Math	4	54%	62%	-8%	65%	-11%
Math	5	52%	54%	-2%	62%	-10%
Math	6	100%	58%	42%	60%	40%
Science	5	54%	56%	-2%	60%	-6%

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?

The data component showing the most improvement was ELA Achievement, which increased from 51% in 2024 to 65% in 2025. In addition, Grade 3 ELA Achievement increased to 76%, significantly exceeding both district and state averages. Contributing factors included a stronger emphasis on standards-based instruction, implementation of structured literacy practices aligned to the Science of Reading, increased collaborative planning through PLCs, frequent analysis of student work, targeted intervention groups, and ongoing instructional coaching support. Teachers utilized common assessments and data-driven instructional adjustments to ensure students received timely intervention and enrichment opportunities.

Lowest Performance

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

The lowest performing accountability component was Science Achievement at 54%. Science performance has remained below the school's ELA achievement and continues to trail desired proficiency levels. Contributing factors include limited instructional time due to the increased focus on ELA and mathematics, inconsistent implementation of inquiry-based instructional practices, and varying levels of teacher confidence with science content. While science performance improved from 47% to 54%, additional growth is needed to reach the level of performance demonstrated in ELA and mathematics.

Greatest Decline

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

Math Learning Gains showed the greatest decline, decreasing to 60%. While overall Math Achievement increased from 47% to 59%, the learning gains component indicates that many students who began the year at higher performance levels did not demonstrate the expected growth. Factors contributing to this decline include curriculum transitions, increased rigor of standards, and inconsistencies in differentiation practices for students at varying achievement levels. This data indicates a need for greater focus on growth for all learners, not solely proficiency.

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.

The greatest gap compared to the state average was Progress of English Language Learners in Achieving English Language Proficiency (ELP). Deer Park earned 42% compared to the state average of 63%, creating a 21-point gap. Factors contributing to this gap include a growing ESOL population, varying levels of language acquisition among students, attendance concerns for some students, and the challenge of providing consistent language-development opportunities across all content areas. Although ELL students have demonstrated academic success in some areas, language proficiency growth remains a significant area for improvement.

EWS Areas of Concern

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

Two significant areas of concern are chronic absenteeism and the number of students performing at Level 1 on statewide ELA and Mathematics assessments. Chronic absenteeism negatively impacts access to core instruction and intervention services, while Level 1 performance indicates the need for intensive academic support. Continued monitoring of attendance patterns, intervention effectiveness, and subgroup performance will be critical to improving student outcomes.

Highest Priorities

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

Highest Priorities

1. Increase Mathematics Learning Gains and Mathematics Achievement across all grade levels.
2. Improve Science Achievement through consistent implementation of inquiry-based instruction and standards-aligned curriculum resources.
3. Increase achievement and learning gains for Students with Disabilities (SWD) to reduce ATSI identification risks.
4. Improve English Language Learner (ELL) English Language Proficiency growth and academic performance.
5. Strengthen the school's Multi-Tiered System of Supports (MTSS), intervention processes, and attendance supports to increase achievement for all students.

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.

Students with Disabilities continue to perform below schoolwide averages in both ELA and Mathematics and remain the primary subgroup contributing to Deer Park's ATSI identification. While overall school performance improved significantly during the 2025-26 school year, achievement gaps persist for SWD students. Closing these gaps remains a critical school improvement priority.

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.

By the end of the 2026-27 school year, Students with Disabilities will increase proficiency in ELA and Mathematics to at least 55%, while increasing learning gains in both content areas by a minimum of 10 percentage points over the previous year's performance.

Monitoring

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

Progress will be monitored monthly through FAST progress monitoring, unit assessments, intervention data, walkthrough observations, and quarterly data reviews. SWD student performance will be reviewed at twice the frequency of general education student reviews.

Person responsible for monitoring outcome

Administration, ESE Teachers, ESE Support Facilitators, Learning Design Coach

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:

Implementation of differentiated instruction, inclusive support models, targeted intervention groups, and structured literacy supports (SIPPS, UFLI, and Lindamood-Bell strategies where appropriate).

Rationale:

Research demonstrates that explicit instruction, scaffolded supports, and targeted intervention significantly improve outcomes for students with disabilities.

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

Conduct monthly SWD data reviews to identify students requiring additional supports.

Person Monitoring:

Principal, Assistant Principal, ESE Facilitators

By When/Frequency:

Monthly

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

Conduct monthly data review meetings to analyze FAST, unit assessments, intervention progress monitoring, and classroom performance data for all SWD students. Identify students requiring additional supports and adjust intervention plans accordingly.

Leadership team will review student data trends, intervention group movement, and progress monitoring results to determine whether achievement gaps are decreasing.

Action Step #2

Targeted Intervention Groups

Person Monitoring:

ESE Teachers, Interventionists, Classroom Teachers

By When/Frequency:

Daily with reviews every 4.5 weeks

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

Provide targeted small-group instruction based on identified skill deficits in reading and mathematics. Groups will be adjusted regularly based on progress monitoring data.

Student growth will be measured using FAST PM assessments, district assessments, intervention progress monitoring tools, and classroom performance data.

Action Step #3

Inclusive Practices Professional Learning

Person Monitoring:

Principal, Assistant Principal, Learning Design Coaches

By When/Frequency:

Quarterly and during PLCs

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

Provide professional learning focused on differentiation, accommodations, specially designed

instruction, and inclusive instructional practices to ensure SWD students can access grade-level standards.

Walkthrough data, lesson plan reviews, coaching cycles, and student achievement data will be used to determine implementation effectiveness.

Action Step #4

Intervention Fidelity Monitoring

Person Monitoring:

Administration, ESE Facilitators

By When/Frequency:

Monthly

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

Conduct classroom walkthroughs and intervention observations to ensure instructional strategies, accommodations, and intervention programs are implemented with fidelity.

Fidelity checklists, observation data, coaching notes, and student achievement results will be reviewed to evaluate implementation and effectiveness.

Action Step #5

Parent Collaboration and Progress Communication

Person Monitoring:

ESE Teachers, Classroom Teachers,
Administration

By When/Frequency:

Quarterly and as needed

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

Maintain regular communication with families regarding student progress, intervention supports, and strategies that can be reinforced at home.

Documentation of parent contacts, conference participation, and student progress toward goals will be reviewed throughout the year.

Area of Focus #2

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

Instructional Practice specifically relating to Math

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.

Although Deer Park Elementary increased Mathematics Achievement from 47% to 59%, Mathematics Learning Gains declined from 63% to 55%. This indicates that while more students achieved proficiency, a significant number of students did not demonstrate the expected growth from one year to the next. Analysis of FAST assessment data, classroom performance, and cohort trends indicates a need for stronger differentiation, targeted intervention, and increased opportunities for mathematical discourse and problem-solving. Improving both achievement and learning gains in mathematics remains a schoolwide priority to ensure all students demonstrate growth and proficiency.

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.

By the end of the 2026-2027 school year:

- Mathematics Achievement will increase from **59% to 65%**.
- Mathematics Learning Gains will increase from **55% to 65%**.
- Mathematics Lowest 25% Learning Gains will increase from **56% to 65%**.

Monitoring

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

Progress toward this goal will be monitored through FAST Progress Monitoring assessments, district common assessments, unit assessments, PLC data discussions, classroom walkthrough observations, intervention progress monitoring, and quarterly data reviews.

Person responsible for monitoring outcome

Shannon Middleton, Principal Billie Sass, Assistant Principal Lisa Dexter, STEM Learning Design Coach Classroom Teachers Intervention Support Staff

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:

Implement standards-based mathematics instruction through the district-adopted Savvas Mathematics curriculum, utilizing explicit instruction, mathematical discourse, problem-solving opportunities, data-driven intervention, and differentiated small-group instruction to address individual student learning needs.

Rationale:

Mathematics Learning Gains declined from 63% to 55% despite improvements in overall Mathematics Achievement. Research indicates that students demonstrate greater achievement and growth when teachers consistently implement standards-aligned curriculum materials, engage students in mathematical reasoning and discourse, provide targeted intervention based on assessment data, and utilize differentiated instructional strategies. Strengthening instructional consistency and responsiveness to student data will increase both proficiency and learning gains.

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

Weekly Mathematics PLCs

Person Monitoring:

Principal, Assistant Principal, Learning Design Coach

By When/Frequency:

Weekly

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

Facilitate grade-level PLCs focused on unpacking standards, analyzing student work, reviewing assessment data, and planning differentiated instruction aligned to the Savvas Mathematics curriculum.

PLC agendas, student work samples, common assessment results, and walkthrough data will be reviewed to determine the effectiveness of instructional planning and adjustments.

Action Step #2

Curriculum Implementation Fidelity

Person Monitoring:

Learning Design Coach, Administration

By When/Frequency:

Monthly

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

Support teachers in implementing the Savvas Mathematics curriculum with fidelity through coaching, lesson planning support, model lessons, and classroom observations.

Curriculum implementation checklists, walkthrough data, lesson plans, and student performance data will be reviewed monthly.

Action Step #3

Mathematics Intervention and Enrichment

Person Monitoring:

Classroom Teachers,

By When/Frequency:

Daily with review every 4.5 weeks

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

Provide targeted intervention for students below grade level and enrichment opportunities for students at or above proficiency levels. Instruction will be based on identified student needs from assessment data.

FAST PM data, common assessments, intervention progress monitoring, and student growth reports will be reviewed during PLCs and leadership meetings.

Action Step #4

Mathematical Discourse and Problem Solving

Person Monitoring:

Learning Design Coach, Classroom Teachers

By When/Frequency:

Weekly

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

Implement instructional strategies that increase student discourse, reasoning, problem-solving, and justification of mathematical thinking.

Walkthrough observations, student work samples, and assessment data will be used to determine

whether students are demonstrating increased conceptual understanding.

Action Step #5

Data-Driven Instructional Adjustments

Person Monitoring:

Administration, Learning Design Coach, Teachers

By When/Frequency:

Every 4.5 weeks

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

Review FAST PM and district assessment data to identify trends, determine instructional needs, and adjust supports for students and teachers.

Leadership teams will monitor changes in proficiency and learning gains data throughout the school year.

Area of Focus #3

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

Instructional Practice specifically relating to Science

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.

Science Achievement increased from 47% to 54%; however, science remains Deer Park Elementary's lowest-performing academic accountability component. Analysis of assessment results indicates that students continue to struggle with applying scientific concepts, analyzing information, and demonstrating mastery of grade-level science standards. To improve achievement, teachers will strengthen implementation of the McGraw Hill Science curriculum through inquiry-based instruction, hands-on investigations, scientific discourse, and consistent monitoring of student understanding. Increasing science achievement will support overall school performance and ensure students are prepared for future STEM learning opportunities.

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.

By the end of the 2026-2027 school year:

- Science Achievement will increase from **54% to 65%** as measured by the statewide science assessment.
- At least **70% of students** will demonstrate proficiency on district science benchmark assessments throughout the school year.

Monitoring

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

the desired outcome.

Progress will be monitored through district benchmark assessments, unit assessments, science performance tasks, PLC discussions, classroom walkthroughs, student work analysis, and quarterly leadership team reviews.

Person responsible for monitoring outcome

Shannon Middleton, Principal Billie Sass, Assistant Principal, Learning Design Coach Fifth Grade Science Teachers Classroom Teachers

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:

Implement inquiry-based science instruction through the district-adopted McGraw Hill Science curriculum utilizing the 5E Instructional Model (Engage, Explore, Explain, Elaborate, Evaluate), hands-on investigations, scientific discourse, vocabulary development, and real-world problem-solving opportunities.

Rationale:

Science remains Deer Park Elementary's lowest-performing academic accountability component at 54% proficiency. Research supports inquiry-based science instruction as an effective practice for increasing student understanding of scientific concepts, engagement, critical thinking, and achievement. Providing students with opportunities to investigate, question, collaborate, and apply scientific concepts promotes deeper learning and improved performance on standards-based assessments.

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

Inquiry-Based Science Instruction

Person Monitoring:

Principal, Assistant Principal, Learning Design Coach

By When/Frequency:

Weekly

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

Support teachers in implementing inquiry-based science instruction utilizing the McGraw Hill curriculum and the 5E instructional model.

Classroom walkthroughs, lesson plan reviews, and student engagement data will be reviewed

regularly.

Action Step #2

Science PLC Collaboration

Person Monitoring:

Learning Design Coach

By When/Frequency:

Monthly

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

Facilitate science-focused PLC discussions centered on standards, instructional strategies, vocabulary development, and assessment analysis.

PLC artifacts, assessment data, and teacher feedback will be reviewed to determine effectiveness.

Action Step #3

Hands-On Investigation Opportunities

Person Monitoring:

Classroom Teachers, Learning Design Coach and Administration

By When/Frequency:

Weekly

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

Provide students with regular opportunities to engage in investigations, experiments, and hands-on science experiences that promote deeper understanding of scientific concepts.

Student work samples, science journals, performance tasks, and classroom observations will be reviewed.

Action Step #4

Science Data Analysis

Person Monitoring:

Administration, Learning Design Coach

By When/Frequency:

Quarterly

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

Analyze science assessment data to identify trends, standards needing additional support, and instructional adjustments needed.

Benchmark assessments, unit assessments, and state assessment trend data will be monitored throughout the year.

Action Step #5

Professional Learning for Science Instruction

Person Monitoring:

Learning Design Coach, Administration

By When/Frequency:

Quarterly

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

Provide professional learning focused on science content knowledge, academic vocabulary, inquiry strategies, and student discourse.

Walkthrough data, teacher implementation evidence, and student achievement results will be used to measure impact.

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.

During the 2025-26 school year, 95 students were identified as chronically absent, missing 10% or more of instructional days. Chronic absenteeism reduces access to core instruction, interventions, enrichment opportunities, and school-connectedness. Attendance data indicates that a significant percentage of Deer Park Elementary students are not consistently accessing instructional opportunities needed for academic success.

Research consistently demonstrates a strong correlation between student attendance and academic achievement. Students who miss significant instructional time are more likely to experience academic difficulties, require interventions, and perform below grade-level expectations. Improving attendance will increase instructional access, improve student engagement, and support academic growth across all student groups.

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.

By the end of the 2026-27 school year, the number of students identified as chronically absent (missing 10% or more of instructional days) will decrease from **95 students to 75 students or fewer**, reducing the school's chronic absenteeism rate from **20% to 16% or lower**.

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 data will be reviewed weekly by administration, counselors, and attendance support staff. Monthly attendance reports will be analyzed to identify attendance trends, students at risk of chronic absenteeism, and the effectiveness of attendance interventions.

Person responsible for monitoring outcome

Shannon Middleton, Principal Billie Sass, Assistant Principal, School Counselor, School Social Worker, School Registrar, Classroom Teachers

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:

Implement a multi-tiered attendance support system that includes early identification of attendance concerns, family communication, attendance monitoring, positive attendance incentives, problem-solving meetings, and individualized attendance intervention plans for students identified as at-risk for chronic absenteeism.

Rationale:

Research indicates that early intervention, positive family engagement, and consistent monitoring significantly improve student attendance rates. Students who attend school regularly are more likely to achieve academic success, demonstrate positive behaviors, and remain engaged in learning. Establishing proactive attendance supports will help reduce chronic absenteeism and increase student achievement.

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

Weekly Attendance Monitoring

Person Monitoring:

Assistant Principal, Counselor, Social Worker &
Registrar

By When/Frequency:

Weekly

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

Review attendance reports to identify students approaching chronic absenteeism and determine intervention needs.

Weekly attendance reports will be analyzed to determine changes in attendance rates and identify students requiring additional support.

Action Step #2

Family Communication and Outreach

Person Monitoring:

Assistant Principal, Counselor, Social Worker &
Registrar

By When/Frequency:

Ongoing after attendance concerns are identified

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

Communicate with families regarding attendance concerns through phone calls, emails, conferences, letters, and attendance meetings.

Contact logs and attendance data will be reviewed to determine whether attendance improves following outreach efforts.

Action Step #3

Attendance Problem-Solving Meetings**Person Monitoring:**

Administration, Counselor, Social Worker & School Nurse

By When/Frequency:

Monthly, as needed

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

Conduct attendance meetings with families of chronically absent students to identify barriers and develop attendance improvement plans.

Attendance rates of participating students will be monitored monthly to evaluate effectiveness.

Action Step #4

Positive Attendance Recognition

Person Monitoring:

Administration and Registrar

By When/Frequency:

Monthly

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

Recognize students demonstrating improved attendance and excellent attendance through schoolwide recognition programs and incentives.

Attendance data will be reviewed monthly to determine whether recognition efforts are improving attendance rates.

Action Step #5

Community Resource Supports

Person Monitoring:

Counselor and Social Worker

By When/Frequency:

Ongoing

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

Connect families with community resources when transportation, health, housing, or other barriers impact attendance.

Student attendance trends and intervention documentation will be reviewed to determine the effectiveness of supports provided.

Area of Focus #2

Other: Family Involvement

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.

Family engagement is a critical component of student success and school improvement. As a newly designated Title I school, Deer Park Elementary recognizes the importance of building strong partnerships between families, staff, and the community. To strengthen these partnerships, the school has allocated Title I funds to support a part-time Parent and Family Engagement Coordinator who will increase opportunities for families to actively participate in their child's education, improve communication between home and school, and connect families with school and community

resources.

Research consistently demonstrates that students achieve higher academic success when families are actively engaged in their education. Increased family involvement leads to improved attendance, stronger academic performance, increased student motivation, and more positive school-home relationships. By expanding opportunities for meaningful family engagement, Deer Park Elementary will strengthen partnerships that support the academic, behavioral, and social-emotional success of every student.

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.

By the end of the 2026-2027 school year:

- Overall family participation in school-sponsored family engagement activities will increase by **30%** over the previous school year.
- At least **90% of families** will participate in one or more school-sponsored family engagement opportunities, conferences, workshops, or events.
- Parent survey results will indicate that **90% or more of participating families** agree that the school effectively communicates and provides meaningful opportunities for family involvement.

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.

Participation data will be collected for all family engagement events through sign-in sheets, digital registration, conference logs, volunteer records, and parent surveys. The Parent and Family Engagement Coordinator and school leadership team will review participation data quarterly to evaluate engagement trends and adjust outreach efforts as needed.

Person responsible for monitoring outcome

Shannon Middleton, Principal Billie Sass, Assistant Principal Parent and Family Engagement Coordinator School Counselor PTA Leadership School Advisory Council (SAC)

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:

Implement a comprehensive Parent and Family Engagement Program that provides multiple opportunities for families to engage in their child's education through academic workshops, curriculum nights, family learning events, parent conferences, volunteer opportunities, regular two-way

communication, and access to school and community resources coordinated by the Parent and Family Engagement Coordinator.

Rationale:

Research demonstrates that schools implementing comprehensive family engagement programs experience higher student achievement, improved attendance, stronger family-school relationships, and increased student motivation. Providing multiple opportunities for families to participate in learning and school decision-making increases family confidence and strengthens partnerships that positively impact student outcomes. Family engagement strategies are supported by moderate evidence demonstrating positive effects on student achievement, attendance, behavior, and school climate through sustained partnerships between schools and families.

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

Hire and Support Parent & Family Engagement Coordinator

Person Monitoring:

Administration

By When/Frequency:

By Aug 2026

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

Utilize the Title I-funded part-time Parent and Family Engagement Coordinator to organize, implement, and monitor family engagement activities while serving as a liaison between home and school.

Leadership will review monthly activity logs, family contacts, event participation, and feedback surveys to evaluate program implementation.

Action Step #2

Provide Family Learning Opportunities

Person Monitoring:

Parent & Family Engagement Coordinator,
Administration & Project Lead Teacher

By When/Frequency:

Quarterly

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

Offer family engagement events including curriculum workshops, literacy nights, math nights, science/STEM events, technology trainings, and family resource nights aligned to student learning goals. Attendance records, event evaluations, and parent feedback surveys will be reviewed after each event to determine participation and effectiveness.

Action Step #3

Strengthen Home-School Communication

Person Monitoring:

Parent & Family Engagement Coordinator,

By When/Frequency:

Weekly

Teachers, RMA & Administration

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

Increase two-way communication through newsletters, phone calls, emails, social media, classroom updates, translated materials, and family outreach efforts.
Communication logs, parent survey results, and participation data will be reviewed quarterly to assess communication effectiveness.

Action Step #4

Increase Family Participation in School Leadership

Person Monitoring:	By When/Frequency:
Principal, Parent & Family Engagement Coordinator	Monthly

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

Encourage participation in SAC, PTA, Title I meetings, and other school leadership opportunities while seeking family input regarding school improvement efforts.
Meeting attendance records, stakeholder surveys, and committee participation will be reviewed to determine increased family involvement.

Action Step #5

Connect Families with Community Resources

Person Monitoring:	By When/Frequency:
Parent & Family Engagement Coordinator, Counselor, Social Worker	Monthly, as needed

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

Identify family needs and connect families with community agencies, school resources, and support services that remove barriers to student success and school participation.
Referral documentation, family follow-up, and survey feedback will be reviewed quarterly to evaluate the effectiveness of resource connections.

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.

The Deer Park Elementary School Improvement Plan (SIP), Schoolwide Program (SWP), and, if applicable, the Unified School Improvement Grant (UniSIG) budget will be shared with all stakeholders through multiple communication methods to ensure transparency and accessibility.

At the beginning of the school year, the SIP will be reviewed with faculty and staff during pre-service professional development and throughout the year during faculty meetings, Professional Learning Community (PLC) meetings, Leadership Team meetings, and School Advisory Council (SAC) meetings. Progress toward school improvement goals will be reviewed regularly with staff using student achievement data, attendance data, behavior data, and implementation monitoring.

Families will be informed of the school's improvement priorities during the Annual Title I Meeting, Open House, SAC meetings, PTA meetings, family engagement events, and through school newsletters, the principal's weekly communication, email, and the school website. Opportunities for stakeholder input will be provided throughout the school year during SAC meetings, parent surveys, Title I feedback opportunities, and family engagement events.

Community partners and local businesses will receive information regarding the school's goals and opportunities to support school improvement through Business Partner meetings, SAC participation, school events, newsletters, and community outreach efforts.

To ensure meaningful access for all families, information will be provided in a language parents can understand to the greatest extent practicable. Translation services, translated written materials,

district-supported interpretation services, and multilingual communication tools will be utilized to support families whose primary language is not English.

The SIP, Schoolwide Program, and any applicable information will be reviewed periodically throughout the school year, and updates on progress toward school goals will be shared with stakeholders through school communications, SAC meetings, and family engagement activities.

The School Improvement Plan is publicly available on the Deer Park Elementary School website: <https://deerpark.pasco.k12.fl.us/>

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)).

Deer Park Elementary School believes that strong partnerships between the school, families, and the community are essential to student success. The school is committed to creating a welcoming, inclusive environment where parents and families are valued as partners in their child's education.

As a Title I school, Deer Park will strengthen family engagement through the implementation of its Parent and Family Engagement Plan (PFEP), led by the Parent and Family Engagement Coordinator. Families will be provided with multiple opportunities to participate in meaningful engagement activities including the Annual Title I Meeting, Open House, Curriculum Workshops, Family Literacy, Math and STEM events, student performances, volunteer opportunities, PTA, School Advisory Council (SAC), and family engagement nights designed to build parents' understanding of grade-level expectations and strategies to support learning at home.

The school will maintain ongoing two-way communication through weekly principal newsletters, teacher communication, email, phone calls, student planners, ParentSquare (or district-approved communication platform), the school website, social media, parent conferences, and progress reports. Teachers will communicate student academic progress, attendance, behavior, intervention supports, and achievement data throughout the school year and will partner with families to develop strategies that support student success.

Community partnerships will continue to be cultivated through collaboration with local businesses, faith-based organizations, community agencies, volunteers, and business partners who provide

resources, mentorship, volunteer support, and opportunities that enhance student learning and school programs.

To ensure equitable access for all families, school communications, meetings, and engagement opportunities will be provided in a language and format parents can understand to the greatest extent practicable. Translation and interpretation services, translated written materials, and multilingual communication tools will be utilized to support families whose primary language is not English.

By fostering positive relationships built on trust, communication, collaboration, and shared responsibility, Deer Park Elementary will continue to create a strong partnership between home, school, and the community that supports the academic, behavioral, and social-emotional success of every student.

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)).

Deer Park Elementary School will strengthen its academic program through the implementation of evidence-based instructional practices, data-driven decision-making, targeted interventions, and high-quality professional learning designed to improve outcomes for all students. The school's primary Areas of Focus include improving achievement and learning gains for Students with Disabilities (SWD), increasing Mathematics Achievement and Learning Gains, strengthening Science Achievement, improving student attendance, and expanding meaningful family engagement to support student success.

Teachers will implement district-adopted curricula with fidelity through collaborative Professional Learning Communities (PLCs), instructional coaching, standards-based lesson planning, and ongoing analysis of student performance data. Classroom instruction will be differentiated to meet individual student needs through the Multi-Tiered System of Supports (MTSS), targeted intervention groups, enrichment opportunities, and progress monitoring. Students requiring additional academic support will receive timely interventions based on FAST Progress Monitoring, common assessments, and classroom performance data.

To increase both the amount and quality of learning time, Deer Park will provide intervention and enrichment opportunities during the instructional day through flexible grouping, small-group

instruction, and differentiated learning experiences. Teachers will utilize instructional technology, hands-on learning opportunities, inquiry-based instruction, and academic discourse to promote deeper student engagement and mastery of grade-level standards. Professional learning for teachers will focus on effective instructional strategies, differentiation, inclusive practices, mathematics problem-solving, science inquiry, and data-informed instructional decision-making.

As a Title I school, Deer Park will utilize Title I resources to support additional instructional personnel, instructional materials, family engagement initiatives, and professional development that directly align to the school's identified Areas of Focus. The Parent and Family Engagement Coordinator will strengthen partnerships between home and school by providing workshops, resources, and communication that empower families to support student learning beyond the classroom.

Through continuous monitoring of student achievement data, collaborative planning, and evidence-based instructional practices, Deer Park Elementary will provide a rigorous, enriched, and supportive learning environment that promotes academic excellence, accelerates student growth, and prepares all students for continued success.

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)).

The Deer Park Elementary School Improvement Plan (SIP) has been developed through a collaborative planning process that includes the coordination of district, state, federal, and community resources to support the academic, behavioral, and social-emotional success of all students. During the end-of-year reflection and summer planning process, school leadership analyzed student achievement, attendance, behavior, and stakeholder feedback to identify school needs and establish evidence-based priorities for the 2026-2027 school year. Input was gathered through School Advisory Council (SAC) meetings, Business Partner meetings, parent surveys, staff feedback, and leadership team discussions to ensure the plan reflects the needs and priorities of the Deer Park community.

As Deer Park Elementary begins its first year as a Title I Schoolwide Program, the school will ensure that the School Improvement Plan (SIP), Schoolwide Program (SWP), and Parent and Family Engagement Plan (PFEP) are fully aligned to maximize available resources and support the school's identified Areas of Focus. The school will also ensure that activities designed to address its Additional Targeted Support and Improvement (ATSI) identification are integrated into instructional planning,

intervention systems, professional learning, and progress monitoring for identified student subgroups.

During the 2026-2027 school year, Deer Park will coordinate services provided through the Multi-Tiered System of Supports (MTSS), Exceptional Student Education (ESE), English for Speakers of Other Languages (ESOL), school counseling, school social work, school psychology, school health services, and behavior supports to provide a comprehensive system of support for students. The school will also continue to collaborate with district instructional support staff, Learning Design Coaches, intervention personnel, and community partners to ensure the effective implementation of evidence-based instructional practices.

The school will strengthen partnerships with families, local businesses, community organizations, PTA, and the School Advisory Council by providing meaningful opportunities for engagement, communication, and shared decision-making. Deer Park will also continue collaborating with early childhood providers, including Head Start and Voluntary Prekindergarten (VPK) programs, to support successful transitions into kindergarten. Families will be connected with community agencies and local resources when barriers related to attendance, health, nutrition, housing, or other factors impact student success.

Through the intentional coordination of federal, state, district, and community resources, Deer Park Elementary will ensure that all available supports work together to strengthen academic achievement, improve school climate, increase family engagement, and provide every student with equitable access to a high-quality educational experience.

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)).

Deer Park Elementary School will ensure that all students have access to a comprehensive system of supports that promotes their social, emotional, behavioral, and physical well-being in addition to their academic success. The school will implement a Multi-Tiered System of Supports (MTSS) to identify student needs early, provide targeted interventions, and monitor student progress through collaborative problem-solving and data-driven decision-making.

Students will have access to school-based counseling services that address social-emotional learning, conflict resolution, self-regulation, goal setting, coping skills, and academic planning. The school counselor will provide individual counseling, small-group counseling, classroom guidance lessons, crisis response, and consultation with families and staff to support students' overall well-being. When additional support is needed, the school counselor, school psychologist, school social worker, and district mental health professionals will collaborate to provide appropriate school-based mental health services and connect families with community resources.

Specialized support services will be coordinated through collaboration among administration, teachers, Exceptional Student Education (ESE) staff, English for Speakers of Other Languages (ESOL) staff, school psychologists, school social workers, behavior specialists, speech-language pathologists, occupational and physical therapists, school nurses, and other district support personnel. Student Support Team and MTSS meetings will be conducted regularly to review student progress, identify barriers to success, and develop intervention plans that address both academic and non-academic needs.

The school will continue to foster a positive school culture by implementing schoolwide expectations, positive behavior supports, character education, restorative practices, and opportunities that promote student leadership, responsibility, and citizenship. Students will have opportunities to develop leadership and interpersonal skills through organizations and activities such as Student Council, National Elementary Honor Society (NEHS), safety patrols, classroom leadership opportunities, service-learning projects, and other extracurricular activities.

To further support students and families, Deer Park Elementary will continue collaborating with community agencies and business partners to provide mentoring opportunities, family support services, health and wellness resources, and referrals for services that address barriers to student success. Through these coordinated efforts, the school will ensure that every student is supported academically, socially, emotionally, and behaviorally in a safe, inclusive, and nurturing learning environment.

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)).

Although Deer Park Elementary School does not offer career and technical education programs, the school will provide students with age-appropriate opportunities to develop college and career awareness while building the foundational skills necessary for future success. Through classroom instruction, schoolwide activities, and enrichment opportunities, students will explore a variety of careers, develop an understanding of the connection between education and future career opportunities, and begin setting personal and academic goals.

Teachers will incorporate career awareness activities into classroom instruction by connecting academic standards to real-world careers and emphasizing the importance of critical thinking, collaboration, communication, creativity, and problem-solving. Students will participate in activities that introduce careers in science, technology, engineering, mathematics (STEM), the arts, healthcare, public service, business, and other fields through classroom lessons, guest speakers, community partnerships, career exploration activities, and schoolwide events.

The school will continue to promote a college-going culture by encouraging students to set high expectations for themselves, recognize the value of lifelong learning, and explore postsecondary opportunities. Classroom discussions, college and career awareness activities, and schoolwide events will introduce students to colleges, universities, military service, technical education, apprenticeships, and other postsecondary pathways appropriate for elementary learners.

Students will also develop workforce readiness skills through leadership opportunities, collaborative learning experiences, service-learning activities, and participation in programs such as Student Council, National Elementary Honor Society (NEHS), safety patrols, and other extracurricular activities. These experiences will strengthen responsibility, leadership, teamwork, communication, and citizenship while preparing students to become productive members of their future schools,

workplaces, and communities.

By providing early exposure to college and career opportunities while fostering the development of essential employability skills, Deer Park Elementary will help students build a strong foundation for future academic achievement, postsecondary success, and lifelong career readiness.

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)).

Deer Park Elementary School will implement a comprehensive Multi-Tiered System of Supports (MTSS) to prevent and address problem behavior through proactive, evidence-based behavioral supports that promote a safe, positive, and inclusive learning environment for all students. Schoolwide behavioral expectations will be explicitly taught, modeled, practiced, and reinforced through the school's Positive Behavioral Interventions and Supports (PBIS) framework to establish consistent expectations across all settings and encourage positive student behavior.

During the 2026-2027 school year, Deer Park will strengthen its PBIS framework through ongoing collaboration with the district's behavior liaison, who will provide coaching, technical assistance, implementation support, and data analysis to the school's PBIS Leadership Team. This partnership will assist the school in strengthening Tier 1 universal behavioral supports, increasing staff capacity to implement evidence-based behavioral practices, and ensuring consistency in schoolwide behavior expectations and interventions.

Students requiring additional behavioral support will be identified through ongoing analysis of discipline referrals, attendance data, classroom observations, teacher referrals, and MTSS problem-solving meetings. Tier 2 interventions may include Check-In/Check-Out, social skills instruction, restorative practices, mentoring, behavior contracts, small-group counseling, and targeted behavioral interventions. Students demonstrating more intensive behavioral needs will receive individualized Tier 3 supports developed collaboratively through the MTSS process.

Behavioral interventions and early intervening services will be coordinated with services provided under the Individuals with Disabilities Education Act (IDEA). Administration, Exceptional Student Education (ESE) teachers, school counselors, school psychologists, school social workers, behavior specialists, classroom teachers, and families will collaborate to ensure students receive appropriate supports that address both academic and behavioral needs. Student progress will be monitored regularly through MTSS meetings, behavior data reviews, and ongoing communication with families

to evaluate the effectiveness of interventions and make adjustments as needed.

The PBIS Leadership Team will meet regularly throughout the school year to review schoolwide behavior data, monitor implementation fidelity, identify trends, and develop action plans that strengthen the school's positive learning environment. Through collaboration with district support staff and the consistent implementation of evidence-based behavioral practices, Deer Park Elementary will ensure that students receive the early intervening services necessary to support positive behavior, improve school engagement, and maximize academic success.

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)).

During the 2026-2027 school year, Deer Park Elementary School will implement a comprehensive, job-embedded professional learning plan designed to strengthen instructional practices, improve student achievement, support positive school culture, and retain highly effective educators.

Professional learning opportunities will be directly aligned to the School Improvement Plan (SIP) Areas of Focus, student performance data, classroom observations, and teacher feedback to ensure that all professional development is purposeful, relevant, and evidence-based.

The school's professional learning plan will focus on two primary strands:

Communication and Student Support

Professional learning will strengthen staff capacity to build positive relationships and effectively communicate with students, families, and colleagues. Training topics will include positive behavior supports, classroom management, restorative practices, de-escalation strategies, teacher language, effective communication with students, productive parent conferences, family partnerships, and strategies for addressing challenging conversations. Staff will participate in collaborative learning experiences utilizing professional resources such as *The Power of Our Words* by Paula Denton and *Teasing, Tattling, Defiance and More* by Margaret Berry Wilson to strengthen proactive classroom management and communication practices.

Instructional Excellence in ELA, Mathematics, and Science

Professional learning will focus on strengthening standards-based instruction, differentiated teaching, data-driven decision-making, and effective instructional strategies aligned to district curriculum resources. Teachers will participate in collaborative Professional Learning Communities (PLCs), instructional coaching cycles, model lessons, lesson study, student work analysis, and data reviews to improve instructional practices in English Language Arts, Mathematics, and Science. Training will

emphasize explicit instruction, mathematical discourse, inquiry-based science instruction, literacy across content areas, progress monitoring, and targeted intervention strategies that increase both student achievement and learning gains.

Professional learning will be delivered through a variety of formats including faculty meetings, PLCs, instructional coaching, peer observations, mentoring, district workshops, collaborative planning sessions, and individual coaching cycles. New teachers will receive additional mentoring, instructional support, and coaching to strengthen instructional practices and promote teacher success and retention.

Teachers, paraprofessionals, and instructional support staff will utilize student performance data from FAST Progress Monitoring, district common assessments, classroom formative assessments, and schoolwide data reviews to evaluate instructional effectiveness, identify student needs, monitor intervention success, and adjust instruction accordingly. School leadership and Learning Design Coaches will regularly monitor implementation through classroom walkthroughs, coaching conversations, student work analysis, and ongoing feedback.

By providing high-quality, continuous professional learning that is responsive to student data and teacher needs, Deer Park Elementary will strengthen instructional capacity, improve student outcomes, support teacher growth, and cultivate a collaborative professional culture that recruits, develops, and retains highly effective educators committed to student success.

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)).

Deer Park Elementary School will implement a comprehensive kindergarten transition program designed to support preschool children and their families as they enter elementary school. The school will collaborate with local early childhood providers, including Voluntary Prekindergarten (VPK) and Head Start programs, to promote a smooth transition into kindergarten by sharing information, building relationships, and preparing students for a successful start to their elementary education, if needed for students that already come with services or need additional support.

Prior to the beginning of the school year, Deer Park will offer a two-day Kindergarten Transition Camp for incoming kindergarten students. During the camp, students will become familiar with the school environment, classroom routines, school expectations, and daily procedures while participating in developmentally appropriate literacy, mathematics, social-emotional, and school readiness activities. The camp will provide students with opportunities to build confidence, develop relationships with school staff, and become comfortable in their new learning environment before the first day of school.

To strengthen the home-school partnership, families of incoming kindergarten students will receive written kindergarten readiness materials that include practical strategies and activities to support learning at home. These resources will provide guidance on early literacy and language development, letter and sound recognition, number sense, fine motor skills, independence, social-emotional readiness, daily routines, and strategies for preparing children for a successful transition to kindergarten. Families will also receive information about school expectations, attendance, communication procedures, and opportunities for ongoing family involvement throughout the school year.

During the school year, kindergarten teachers, school leadership, and the Parent and Family Engagement Coordinator will continue to support families by providing resources, maintaining ongoing communication, and offering family engagement opportunities that strengthen student readiness and promote successful transitions into elementary school. Through these coordinated transition activities, Deer Park Elementary will ensure that incoming kindergarten students and their families begin their elementary school experience feeling welcomed, prepared, and supported for long-term academic success.

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 (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.

As an Additional Targeted Support and Improvement (ATSI) school, Deer Park Elementary School will collaborate with Pasco County Schools to conduct an ongoing review of the use of personnel, instructional resources, professional learning, intervention programs, and funding to ensure that resources are strategically aligned to the needs of students, particularly Students with Disabilities (SWD), the identified ATSI subgroup.

During the development of the 2026-2027 School Improvement Plan, school leadership collaborated with district departments, including the Area Superintendent, Teaching and Learning, Student Support Programs and Services, Title I, and district instructional support staff to analyze student achievement data, subgroup performance, instructional practices, staffing needs, and stakeholder feedback. School leadership also reviewed input from faculty, the School Advisory Council (SAC), business partners, and parent surveys to identify priorities and ensure that available resources address the school's greatest areas of need.

Throughout the school year, Deer Park will continue to work collaboratively with district staff to monitor the effectiveness of resource allocation through data reviews, school improvement monitoring meetings, instructional walkthroughs, coaching cycles, MTSS meetings, and progress monitoring. Student performance data, intervention effectiveness, attendance, behavior, and subgroup outcomes will be reviewed regularly to determine whether additional supports, professional learning, staffing adjustments, instructional materials, or intervention resources are needed.

This continuous improvement process will ensure that federal, district, and school resources are used effectively to support evidence-based instructional practices, strengthen interventions, improve outcomes for Students with Disabilities, and accelerate achievement for all students.

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).

Based on the review of available student achievement data, Early Warning System (EWS) indicators, FAST Progress Monitoring results, cohort trend data, classroom performance, and the school's Additional Targeted Support and Improvement (ATSI) identification, Deer Park Elementary School has

identified the need to strengthen instructional supports, intervention systems, behavioral supports, and family engagement to improve outcomes for students, particularly Students with Disabilities (SWD).

During the 2026-2027 school year, the school will strategically utilize district, Title I, and school-based resources to address identified needs. Resources will include instructional coaching provided by the Humanities and STEM Learning Design Coaches, targeted intervention services through the Multi-Tiered System of Supports (MTSS), ongoing professional learning focused on communication, classroom management, and instructional strategies in English Language Arts, Mathematics, and Science, and enhanced family engagement through the Title I-funded Parent and Family Engagement Coordinator.

Additional resources will include district support through the assigned behavior liaison to strengthen implementation of the school's Positive Behavioral Interventions and Supports (PBIS) framework, specialized support provided through Exceptional Student Education (ESE), English for Speakers of Other Languages (ESOL), school counseling, school psychology, school social work, and ongoing collaboration with district instructional support staff.

The effectiveness of these resources will be monitored throughout the school year through FAST Progress Monitoring, district common assessments, classroom formative assessment data, MTSS reviews, instructional walkthroughs, behavior and attendance data, family engagement participation, and ongoing analysis of subgroup performance as updated data become available. School leadership will collaborate regularly with district staff to review implementation and make adjustments to resource allocation as needed to ensure continuous improvement and increased student achievement.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

Yes

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