

Deerfield Park Elementary School



2015-16 School Improvement Plan

Deerfield Park Elementary School

650 SW 3RD AVE, Deerfield Beach, FL 33441

[no web address on file]

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	93%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	97%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	D*	D	C	D

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Broward County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Deerfield Park Elementary Magnet School of Performing and Visual Arts is dedicated to the academic and social success of students by providing a caring environment that promotes high expectations, academic rigor, and infuses 21st Century Learning. With supportive community partnerships, we will meet the diverse needs of our students and the challenges of a changing society by integrating the arts with academics.

Provide the school's vision statement

Deerfield Park Elementary Magnet School of Performing and Visual Arts will prepare all students to be college or career ready, by incorporating 21st Century skills and the Florida Standards. We are an exemplary school that provides the highest quality education for all students.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Deerfield Park Elementary uses the registration process to identify students' cultures. The process includes multiculturally sensitive communication, and strategic and inclusive placement. Our diverse classrooms provide a venue for students to learn to embrace cultural differences and eliminate the barriers of racism, sexism, and prejudice, and build relationships between teachers and students. Differentiated instructional practices maximizes student success and student-teacher relations. Teachers and students have the opportunity to build relationships throughout the school day via the Performing and Visual Arts program. Also during evening family events, academic nights and on field trips.

Describe how the school creates an environment where students feel safe and respected before, during and after school

At the start of the school year, we have a Discipline Assembly to explain our rules and procedures to students. Students are informed of expectations for student behavior and our procedures as it relates to arrival and dismissal. Staff members serve as hall monitors and are given designated posts during arrival and dismissal to ensure student safety. Throughout the school day, students are required to travel in pairs. Parents and visitors are informed (via newsletter, phone links, and school events) that they must check in at the front office to obtain a badge, upon their arrival on campus. If a student is experiencing difficulty with possible bullying, or they need to speak with an adult regarding a concern, they are encouraged to speak with their teacher, our Guidance Counselor, School Administrators and or School Resource Officer (RSO).

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

At the beginning of the school year, teachers are trained by the Assistant Principal, in regards to our schoolwide behavior policies. Teachers are taught to use the discipline matrix in order to correctly identify discipline infractions that may require a referral. In addition to our schoolwide behavior

system, teachers are required to have their own individual behavior system for their class. This includes their class rules, consequences, and rewards. The Assistant Principal reviews the individual plans of teachers and provides feedback as needed. The Assistant Principal also assists students in conflict mediation and is proactive in addressing any behavior infractions. Students are awarded on a daily/weekly basis for displaying appropriate behavior. "Fawn Bucks" are tickets that are distributed to students that adhere to our rules and procedures. The students can use the tickets to purchase items from our Fawn Buck Shop (school store). Our Guidance Counselor and School Resource officers speak to students to inform them about the District's Anti-Bullying policy.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The Guidance Counselor works with the District's Office of Prevention Programs (OPP) to promote, support and implement prevention education to our students, as well as training to our teachers, staff and students. Health and wellness, substance abuse prevention, violence prevention, and family life and sexuality are addressed throughout the school year by the Guidance Counselor, School Resource Officer, and classroom teachers. Our School enforces the District's Anti-Bullying Policy and has a zero tolerance for bullying and violence. Bullying prevention programs are supported through Peer Counseling/Conflict Mediation programs, guest speakers, student assemblies and our BSO school resource officer. Anti-Bullying and Diversity education are also integrated during special classes and in counseling sessions by our guidance counselor to prevent violence and develop a positive relationship amongst students throughout all grade levels. The ESE Specialist, School Psychologist, Social Worker and other District Personnel are also available to ensure that the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

NA

Provide the following data related to the school's early warning system

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

NA

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Parents are invited and encouraged to become active members of the School Advisory Council (SAC). At the SAC meetings, parents will be provided information regarding the school's mission and vision. Parents will be allowed to provide input in the development and decision-making process of the school improvement plan, and the allocation of Title I funds.

Parents are informed of their child's progress in numerous ways. Teachers are encouraged to schedule at least two conferences each year with the parents of their students. During the conferences, the parents are informed of the child's academic progress. Teachers and parents also discuss the importance of collaboration to ensure that the child is successful. In addition to parent-teacher conferences, parents are also sent interim reports and report cards. Both of these reports are beneficial in assisting parents to monitor their child's progress. Data from school and district based assessments, FAIR, computer based programs (iReady), and classroom assignments are sent to parents as an additional method of monitoring student progress.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

We build and sustain partnerships by inviting businesses and organizations to present programs such as Fire Safety, Bicycle, and Walking Safety, Stranger Danger, Tutoring, Child Care, Mentoring, Recycling and Whole Foods & Nutrition to our parents and students for the well-being of the community as a whole. Career Day, Volunteer Appreciation, and Performing Arts Magnet performances take place throughout the school year to promote and celebrate partnerships in the community and school District. Through these partnerships resources are obtained to support students academically, socially and emotionally in order to increase student achievement.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Reid, Jocelyn	Principal
Rucker, Donna	Assistant Principal
Burton, Kassandra	Instructional Coach
McKever, Erika	Instructional Coach
	Guidance Counselor

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The Leadership Team monitors the overall schoolwide instructional program to ensure that students and teachers are successful. Administrators, Instructional Coaches, and other Leadership Team Members are responsible for analyzing data, and utilizing the data to determine and analyze the effectiveness of instruction. Adjustments are made as necessary and resources are reviewed to ensure that they meet the needs of all students. Leadership Team Members serve as facilitators during Professional Development, and are responsible for designing a Professional Development Calendar. The ESE Specialist monitors the RTI process and ensures that all teachers are meeting the needs of the students with special needs (including gifted and/or ESE students). Shared decision making takes place during weekly Support Staff meetings, and with Team Leaders during bi-weekly meetings. Our academic progress is shared with parents and stakeholders during SAC/SAF/PTO meetings, and other Family Night events.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

In order to meet the needs of all students and maximize desired student outcomes, teachers are strategically placed in Grade Levels in which they will make the greatest impact on student achievement. A comprehensive articulation process ensures that students are placed in the appropriate classroom. We utilize student data, teacher expertise, and consider the social/emotional needs of the student when assigning them to a particular class. Administrators (Principal and Assistant Principal) are responsible for facilitating this process. For students in our ESE Program, supplemental instructional support is provided by the school and is discussed with parents during the development of the students IEP. The ESE Specialist is responsible for this process. The ESE Specialist also facilitates the RTI process to identify gifted students, as well as students that are struggling with academics or behavior. The RTI Meetings take place on a bi-weekly basis. The Title I Liaison collaborates with the Principal to determine the appropriate use of federal funds. Professional Developments needs of the teachers are considered, as well as extended learning opportunities for students, and resources (materials) to assist students.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Jocelyn Reid	Principal
Kassandra Burton	Teacher
Janiece Davis	Teacher
Jessie Askins	Education Support Employee
Tonika Fleming	Parent
Angela Shellman	Parent
Ricardo Vargas	Business/Community
Jeanette Sameen	Parent
Imanee Sameen	Student
Margueriette Luster	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The SAC committee is involved in an on-going process with developing goals for the school improvement plan. In evaluating last year's school improvement plan, stakeholders had the opportunity to participate to review the goals that were set, ask questions, and be provided with additional information (as needed) to assist them in evaluating the plan. Data was shared during monthly SAC Meetings in order to monitor the progress of the plan.

Development of this school improvement plan

The primary role of SAC is to assist in the development of the SIP and to monitor the implementation of the School Improvement Plan. The membership is representative of the school and community and includes the Principal, teachers, community partners and parents. Throughout the 2013-2014 school year, the SAC Team met on a monthly basis. The Principal and Instructional Coaches presented data to the SAC to assist them in the development of the school improvement plan. Team Leaders also participated in the process by assisting the team in identifying barriers that may impact student achievement, as well as resources and strategies to overcome the barriers.

Preparation of the school's annual budget and plan

The preparation of the schools's annual budget and plan is initiated by a needs assessment, which is conducted annually and is comprised of an assessment of staff, facilities and academic materials and supplies needed to meet the needs of projected student enrollment and students' needs. A comprehensive plan is developed and evolves primarily from the schools' current needs, but considers the data collected in long-range budget planning. In preparing budget requests we include Staff, Textbooks, equipment and supplies, cost and maintenance of facilities and equipment, and other costs associated with the operation of each program (iReady, DRA2, technology, etc.) A summary of the proposed expenditures and anticipated revenues are presented at the annual budget conference.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

School Improvement Funds were utilized for extended learning opportunities for students. Approximately \$4,000 was utilized for Writing Camp and partially for Saturday School.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)**Membership:**

Name	Title
McKever, Erika	Instructional Coach
Reid, Jocelyn	Principal
Rucker, Donna	Assistant Principal

Duties***Describe how the LLT promotes literacy within the school***

The Literacy Leadership Team(LLT) meets on a monthly basis. We analyze student reading data from school based, district based or classroom assessments, establish goals to improve the reading performance of students, and promote reading initiatives to improve student achievement. The Literacy Leadership team explores data trends based on various resources to monitor the School Improvement goals. Data from technology based literacy programs iReady, iStation and Accelerated Reader is reviewed to track student progress. Incentives are put in place to encourage students to read and to reward reading progress. Literacy is promoted through our Annual Reading Pajama Night Activity. Parents have the opportunity to learn additional reading strategies to assist their child at home. Literacy is also promoted in our monthly newsletters, during morning announcements, and through various contests that take place throughout the year. We also celebrate Literacy Week annually and institute book fairs twice a year.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Teams are formed by grade levels/subject to provide an educational environment of partnership, collegiality, positive communication and support. Common planning is used to allow teachers to plan collaboratively, analyze and compare data, participate in learning community activities and share best practices. Teams are required to submit weekly minutes that highlight the collaborative planning process.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The administration, as well as the Leadership Team work collaboratively in efforts to retain high qualified and effective teachers in all areas. Administrators attend the recruitment fair where in-depth district screened educators are interviewed and chosen.

All new teachers at Deerfield Park Elementary complete an induction program, the New Educator Support System (NESS). NESS takes one year to complete and is a school-site program. Each new teacher is provided a support team consisting of the administrator, NESS School Liaison contact and a NESS Instructional Coach-qualified mentor. Ideally, the mentor teaches the same grade or subject as the new teacher.

Administration provides opportunities and resources for counseling and support in the areas of teaching

challenges and strategies for success.

Staff development is provided at school and the district level to provide all teachers opportunities for growth in selected areas as determined by individualized professional growth plans.

Deerfield Park Elementary is also a recipient of the TIF (Teacher Incentive Fund) Grant. This grant provides additional mentors to assist new teachers, or teachers with less than three year of experience. It also provides financial incentives to teachers that transfer into our school. Financial incentives are awarded to teachers that obtain an effective or highly effective rating at the school year.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

The teacher mentoring program is focused on empowering teachers to become agents for change to improve teaching and learning in the community and society. The mentoring program ideally consist of the Instructional Coach, Team Leader and a new teacher or a new teacher to the grade level.

The Mentor(s) and Mentee will collaborate during weekly Team Meetings to discuss best practices and share data. Staff Development opportunities will take place on campus and within the district. Topics will include but not limited to the Florida Standards, Journeys Reading Series, Go Math, Small Group Instruction, Differentiated Instruction, Science Series (Florida Science Fusion) and Technology.

Data chats will be conducted to assist with identifying students in need of enrichment and remedial support. The Mentor will model reading, math, writing and science strategies (when applicable). The implementation of the instructional Focus Calendars, usage of pacing charts and best practices will also be addressed. Additionally, the mentor may assist the mentee by modeling lessons, conduction classroom observations, or providing assistance with lesson planning, instructional delivery, classroom management and/or parent conferencing.

Mentors are chosen based on their years of experience as an effective teacher. They must also be knowledgeable, collegial, and willing to work with their colleagues.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

We utilize District approved textbooks for all academic areas (Reading, Math, Language Arts and Science) Teachers utilize the DOK (Depth of Knowledge) to create and incorporate rigor into text that may not be directly aligned to the new Florida Standards. Intermediate teachers also utilize Fldoe.org to obtain information and resources to assist students with the Florida Standards. This includes utilizing the new FSA Test Specifications for ELA and Math. We additionally, utilize the District CPalms.org to ensure core instructional programs and materials are aligned to Florida Standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Deerfield Park Elementary uses data to align instruction to the academic needs of each student. Non-proficient students receive additional supportive services provided by the classroom teacher and support staff members. The Multi Tiered System of Support/MTSS and the RTI (Response to Intervention) process is used to meet diverse academic needs. All unsuccessful student at the Tier 1 level will have interventions put in place for each students' specific deficiency. The classroom teacher will implement a researched based intervention program and monitor student gains within the

intervention as compared to Tier 1 instruction. If students are making insufficient gains with the intervention implemented, the classroom teacher will move forward to Tier 3, and the intervention program will increase in frequency, and/or an additional researched based intervention will be used in effort to meet the students academic needs. Data will continuously drive this process. If this process fails to yield adequate progress the student is referred to CPST for additional support. Additionally, we regularly use small group pull-out, push-ins or settings for students specifically designed for students' diverse area(s) of needs.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 6,480

Students in the YMCA Afterschool Tutorial Program are provided with extended time for learning.

Strategy Rationale

During the afternoon, students have the opportunity to complete their homework and receive assistance in various academic areas.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Rucker, Donna, donna.rucker@browardschools.com

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Oral Reading fluency with a view on learning gains

Strategy: Before School Program

Minutes added to school year: 6,000

Students will participate in the technology based program Istation and iReady

Strategy Rationale

Students will have additional time to use the computer based programs to make a positive impact on student achievement.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Rucker, Donna, donna.rucker@browardschools.com

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data reports provided by iReady and iStation will be utilized to determine student progress.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Transitioning students into Kindergarten from Head Start at Deerfield Park Elementary is vital to our learning community. To ensure school readiness, the Head Start (HS) Program has implemented literacy, math, and science curricula in Deerfield Park Elementary's HS classrooms. The program has aligned the literacy and math standards with the K-3 national standards to improve educational outcomes. This transparent connection between curricula and child expectations has contributed to better prepare students to succeed in kindergarten. An end of the year Opening the World of Learning (OWL) report, detailing students' ongoing assessment, is placed in the students' cumulative folder to familiarize kindergarten teachers with the HS students' progress in the program.

The Kindergarten Roundup (orientation) is hosted to help parents transition their children from preschool to elementary school. This forum is for the teachers to assess the students in order to construct equitable classrooms by gender, knowledge and class size. The teachers also use this opportunity to meet and greet the parents and give instructions on the necessities and expectations in kindergarten.

The Reading Coach coordinates and assist with administering the FLKR assessment, during the first month of school in order to collect baseline data and to modify the instructional focus calendar timeline if necessary. The Reading Coach coordinates times, location and schedules for administering these assessments.

Fifth grade students are transitioned into departmentalization in the spring. They participate in middle school orientation with our feeder school. Our guidance counselor and the middle school counselors work together to make sure that both parents and students are familiar with the requirements of entering middle school.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

NA

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

NA

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

NA

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

NA

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If high quality standards-based instruction is effectively implemented then there will be an increase in student achievement across all content areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If high quality standards-based instruction is effectively implemented then there will be an increase in student achievement across all content areas. 1a

G074668

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics - Achievement	
AMO Reading - All Students	59.0
FCAT 2.0 Science Proficiency	

Resources Available to Support the Goal 2

- iReady, K-2 Reading Program, Instructional Coaches, ESE Specialist, Technology: iPads, Digital 5, Document Camera, TIF Funding, ELA Funding, LINKS (External), District Support/ State Support, Collaborative Planning Time, GO Math, Science Boot Camp, Everglades Math Supplements, Accelerated Reader Program Grades 2-5,

Targeted Barriers to Achieving the Goal 3

- Knowledge base of FSA Standards of Staff and implemented with fidelity

Plan to Monitor Progress Toward G1. 8

Utilize Marzano data marks to check for progress, track student data on District Formatives and Administrative walk-throughs

Person Responsible

Donna Rucker

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

District reports of each teacher, District formative assessments (Math, Writing & Reading), District CARE Package, Rigby Running Records, WIDA (World Class instructional Design Access),

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  **S123456** = Quick Key

G1. If high quality standards-based instruction is effectively implemented then there will be an increase in student achievement across all content areas. **1**

 **G074668**

G1.B1 Knowledge base of FSA Standards of Staff and implemented with fidelity **2**

 **B195002**

G1.B1.S1 Develop and implement systems to increase the understanding of standards. **4**

 **S206591**

Strategy Rationale

Provide all efforts to support teachers and students to increase achievement.

Action Step 1 **5**

Instructional coaches are assigned to areas.

Person Responsible

Joycelyn Reid

Schedule

Annually, from 6/5/2015 to 6/5/2015

Evidence of Completion

Deerfield Digest

Action Step 2 5

The school will make contact with District for support and professional developments

Person Responsible

Jocelyn Reid

Schedule

On 5/2/2016

Evidence of Completion

schedule a date and time for professional development

Action Step 3 5

Provide professional developments on Florida Standards.

Person Responsible

Erika McKeever

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Professional Development Calendar

Action Step 4 5

Teachers to share and collaborate best practices.

Person Responsible

Joycelyn Reid

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Team minutes, Classroom walkthroughs data

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Conduct class room walkthroughs and provide feedback to teachers

Person Responsible

Jocelyn Reid

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Marzano data marks

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Collect and analyze of Formative and District assessment data

Person Responsible

Jocelyn Reid

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

An increase in student proficiency in all academic areas

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Instructional coaches are assigned to areas.	Reid, Joycelyn	6/5/2015	Deerfield Digest	6/5/2015 annually
G1.B1.S1.A2	The school will make contact with District for support and professional developments	Reid, Jocelyn	8/24/2015	schedule a date and time for professional development	5/2/2016 one-time
G1.B1.S1.A3	Provide professional developments on Florida Standards.	McKever, Erika	8/24/2015	Professional Development Calendar	6/3/2016 monthly
G1.B1.S1.A4	Teachers to share and collaborate best practices.	Reid, Joycelyn	8/24/2015	Team minutes, Classroom walkthroughs data	6/3/2016 monthly
G1.MA1	Utilize Marzano data marks to check for progress, track student data on District Formatives and Administrative walk-throughs	Rucker, Donna	8/24/2015	District reports of each teacher, District formative assessments (Math, Writing & Reading), District CARE Package, Rigby Running Records, WIDA (World Class instructional Design Access),	6/3/2016 weekly
G1.B1.S1.MA1	Collect and analyze of Formative and District assessment data	Reid, Jocelyn	8/24/2015	An increase in student proficiency in all academic areas	6/3/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Conduct class room walkthroughs and provide feedback to teachers	Reid, Jocelyn	8/24/2015	Marzano data marks	6/3/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If high quality standards-based instruction is effectively implemented then there will be an increase in student achievement across all content areas.

G1.B1 Knowledge base of FSA Standards of Staff and implemented with fidelity

G1.B1.S1 Develop and implement systems to increase the understanding of standards.

PD Opportunity 1

Instructional coaches are assigned to areas.

Facilitator

Reading/Math/Science Coach

Participants

All Teachers

Schedule

Annually, from 6/5/2015 to 6/5/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	Instructional coaches are assigned to areas.					\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			District-Wide	Other		\$5,000.00	
			Notes: TIF (Teacher Incentive Fund) Grant provides funds for Professional Development.				
2	G1.B1.S1.A2	The school will make contact with District for support and professional developments					\$0.00
3	G1.B1.S1.A3	Provide professional developments on Florida Standards.					\$0.00
4	G1.B1.S1.A4	Teachers to share and collaborate best practices.					\$0.00
Total:							\$5,000.00