

Broward County Public Schools

Deerfield Beach Elementary School



2018-19 Schoolwide Improvement Plan

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Deerfield Beach Elementary School

650 NE 1ST ST, Deerfield Beach, FL 33441

[no web address on file]

School Demographics

| School Type and Grades Served (per MSID File) | 2017-18 Title I School | 2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|---|
| Elementary School PK-5 | Yes | 77% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 77% |

School Grades History

| Year | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|-------|---------|---------|---------|---------|
| Grade | D | C | C | C* |

School Board Approval

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

SIP Authority

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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 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: School Information

School Mission and Vision

Provide the school's mission statement.

Deerfield Beach Elementary School is committed to inspiring, connecting, and challenging all students to reach their highest potential.

Provide the school's vision statement.

At Deerfield Beach Elementary, we are committed to our students, families, and the Deerfield Beach community by inspiring, creating, and fostering lifelong, respectful learners and leaders in a warm and welcoming environment that is safe, secure, and includes multi-sensory, hands-on, and innovative approaches to meet all learners.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

| Name | Title |
|-------------------|---------------------|
| Gerlach, Andrew | Principal |
| Cooper, Latonya | Assistant Principal |
| Gull, Julie | Teacher, ESE |
| Velian, Jessica | School Counselor |
| Parker, La'Crista | Instructional Coach |
| Krucker, Lisa | Instructional Coach |

Duties

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

The DBES Leadership team is made up of administration and support staff. They are responsible for collecting and analyzing pertinent information and micro/macro data trends of student performance and teacher effectiveness. This information drives our development, monitoring, and possible modification of our school's improvement plan. Our leadership team is responsible for identifying appropriate resources to provide critical interventions targeting the students academic, social, and emotional needs.

The Leadership team works collaboratively with all stakeholders to facilitate the development and refinement of the school improvement plan. Members of the DBES Leadership team create and facilitate sub committees with other stakeholders to ensure varied viewpoints are collected and reviewed as a key component of the decision making process. Subcommittees include the RTI team, PLC Leaders, Team Leaders, SAC, SAF, and our Aspiring Leader's team.

Principal Responsibilities:

* Work collaboratively with all stakeholders through a variety of mediums including staff meetings, SAC/SAF Meetings, team leader meetings, grad level meetings, and support staff meetings to:

- Select and align curriculum
- Review and analyze data

- Discuss operations
- Review RTI, ESE, and other processes related to our lowest quartile students
- Professional development and PLCs

- * Complete classroom observations, provide instructional feedback and evaluate all staff members
- *Pull small groups for ELA instruction
- *Provide support to all stakeholders and guide them to the necessary resources for their child's success
- *Continuously review and analyze quantitative and qualitative data to guide decision making in the allotment of resources

Assistant Principal Responsibilities:

- * Work collaboratively with all stakeholders through a variety of mediums including staff meetings, SAC/SAF Meetings, team leader meetings, grad level meetings, and support staff meetings to:
 - Select and align curriculum
 - Review and analyze data
 - Discuss operations
 - Review RTI, ESE, and other processes related to our lowest quartile students
- * Complete classroom observations, provide instructional feedback and evaluate all staff members
- *Pull small groups for ELA instruction
- *Provide support to all stakeholders and guide them to the necessary resources for their child's success
- *Oversee the implementation of the School-wide positive behavior plan

Literacy Coach responsibilities:

- *Provide personalized support based on identified needs of individual teachers and differentiated support that fosters the growth and development of teachers.
- *In addition to literacy-focused mentoring, coaches will support teachers to develop skills and analyzing student work, differentiating instruction, supporting English Language Learners and students with special needs.
- *Coaches will work collaboratively, build skills, analyze data, examine needs related to professional practice and engage in peer coaching with teachers.
- *The goal is to improve and sustain student achievement by promoting a culture for literacy learning to include all stakeholders, by enhancing and refining literacy instruction and intervention, providing targeted instructional coaching and building capacity for literacy across the curriculum.

Guidance Counselor responsibilities:

- *Implement comprehensive guidance program that reaches all students, promotes social and emotional growth, academic achievement, and career awareness
- *Create, develop, implement, and evaluate a comprehensive guidance plan based on the National Standards adopted by the American School Counselor Association
- *Provide classroom guidance activities, small group guidance activities, and individual counseling as needed
- *Provide consultation services and resources to all the school staff and community
- *To arrange orientation and matriculation activities
- *To accomplish other guidance duties as assigned

Autism Coach responsibilities:

- *Provide in-service and hands-on coaching to special and regular education staff about the unique needs of Autism students and strategies to meet their needs

- *Routinely participate in classrooms to direct and assist staff with work tasks for structured teaching
- *Demonstrate the system used for educational materials and data collection system
- *Assist school support facilitators with suggestions or modeling strategies for the fully included (SWD) students with a disability

ESE Specialist responsibilities:

- *To provide onsite procedural and curricular assistance to all school-based personnel with regard to the education of students with disabilities
- *Serve as the principal's designee for all ESE staff in accordance with the annual LEA memo
- *Coordinate required ESE meetings
- *Provide information to school-based personnel on variety of topics to include updating staff on policy changes
- *Assist regular education teachers of students with disabilities to implement the IEP and monitor progress of goals
- *Assist staffing committee members in developing appropriate IEP's
- *Correct compliance errors identified internally in accordance with federal state and local laws rules, policies, and procedures
- *Utilized the electronic management system to generate IEP documents
- *Communicate effectively with parents, colleagues, and other stakeholders to ensure that IEP's for students with disabilities are implemented with fidelity.
- *

Early Warning Systems

Year 2017-18

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---------------------------------|-------------|----|----|----|----|----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Attendance below 90 percent | 24 | 16 | 16 | 12 | 12 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 90 |
| One or more suspensions | 0 | 1 | 1 | 1 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on statewide assessment | 0 | 0 | 0 | 36 | 36 | 48 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 120 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students exhibiting two or more indicators | 14 | 6 | 1 | 6 | 4 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 38 |

The number of students identified as retainees:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|----|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 2 | 6 | 9 | 11 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 30 |
| Retained Students: Previous Year(s) | 5 | 9 | 3 | 5 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 24 |

Date this data was collected

Thursday 7/12/2018

Year 2016-17 - As Reported

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 | | |

Year 2016-17 - Updated

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---------------------------------|-------------|----|----|----|----|----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Attendance below 90 percent | 24 | 16 | 10 | 12 | 12 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 84 |
| One or more suspensions | 0 | 1 | 1 | 1 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on statewide assessment | 0 | 0 | 0 | 36 | 36 | 48 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 120 |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students exhibiting two or more indicators | 14 | 7 | 1 | 6 | 4 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 39 |

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The data component that performed the lowest is the "Mathematics Learning Gains of the Lowest 25%" category, with 23% of students making gains. Reviewing the last three years, this is not a trend. In 2015-2016 this FSA category, 48% of our lowest 25% students made gains, while in 2016-2017 48% of our lowest 25% students made gains in math.

Which data component showed the greatest decline from prior year?

The data component that showed the greatest decline from the previous school-year (2016-2017) was the "English Language Arts Learning Gains of the Lowest 25%", which decreased 30 percentage points from 57% to 27%.

Which data component had the biggest gap when compared to the state average?

When comparing Deerfield Beach Elementary to the state average, the biggest gap is the "Mathematics Learning Gains of the Lowest 25%" component. The gap is 24 percentage points. The school had 23% of their lowest quartile students make learning gains compared to the state average of 47%.

Which data component showed the most improvement? Is this a trend?

The data component that showed the most improvement from 2016-2017 to 2017-2018 was the "English Language Arts Learning Achievement" category. In this category we improved by 6 percentage points. In 2016-2017, 45% of our students demonstrated proficiency, while in 2017-2018 51% of our students demonstrated proficiency. Reviewing Deerfield Beach Elementary's last four years of categorical data, this would be a positive trend. Over the last four years, the school has improved 10 percentage points, moving from 41% proficiency in 2014-2015 to 51% in 2017-2018.

Describe the actions or changes that led to the improvement in this area.

Deerfield Beach Elementary School (DBES) shifted their approach to reading focusing on revamped instructional practices, material selection, and focused professional development. DBES revamped instructional practices; originally having a traditional whole group model where students would receive instruction at their desks for large increments of time coupled with small group instruction where the groups never changed. The school has shifted to a Balanced Literacy model where all classrooms have a mix of deliberate whole group instruction, guided reading groups, and quality, standards based centers.

DBES originally utilized a basal reader for whole and small group instruction. In previous years, the basal had driven our instructional planning for our students. Over the course of four years, we have moved away from this traditional material and have incorporated leveled guided reading books and a variety of level reading resources (i.e. chapter books, Story Works, Newsela, Science Leveled readers, etc.). As part of this transition, we created a guided reading book room with an estimated 10,000 titles leveled from Pre-A to Z. Our instructional planning model has shifted to a standards based model driven by our students' (macro/micro) strengths and weaknesses.

The final factor that led to the improvement in this category was the heavy emphasis on professional development. Our teachers have received both whole group and small group professional development from outside contractors, district trainers, and our coaches. Professional development has centered on transitioning teachers from a traditional literacy approach to a Balanced Literacy approach. Our professional learning communities have reinforced large and small trainings to continue to support the integration of these methods in their rooms. Some of the trainings we have implemented include Thinking Maps, how to effectively utilize the BAS, BAS calibration, Read/Think Alouds, Shared Reading, and Guided Reading lesson planning.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

| School Grade Component | 2018 | | | 2017 | | |
|------------------------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State |
| ELA Achievement | 51% | 56% | 56% | 39% | 50% | 52% |

| School Grade Component | 2018 | | | 2017 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State |
| ELA Learning Gains | 46% | 57% | 55% | 49% | 52% | 52% |
| ELA Lowest 25th Percentile | 27% | 51% | 48% | 60% | 45% | 46% |
| Math Achievement | 51% | 62% | 62% | 45% | 57% | 58% |
| Math Learning Gains | 41% | 60% | 59% | 57% | 58% | 58% |
| Math Lowest 25th Percentile | 23% | 47% | 47% | 48% | 45% | 46% |
| Science Achievement | 34% | 49% | 55% | 33% | 43% | 51% |

EWS Indicators as Input Earlier in the Survey

| Indicator | Grade Level (prior year reported) | | | | | | Total |
|---------------------------------|-----------------------------------|--------|--------|--------|--------|--------|---------|
| | K | 1 | 2 | 3 | 4 | 5 | |
| Attendance below 90 percent | 24 () | 16 () | 16 () | 12 () | 12 () | 10 () | 90 (0) |
| One or more suspensions | 0 () | 1 (0) | 1 (0) | 1 (0) | 0 (0) | 3 (0) | 6 (0) |
| Course failure in ELA or Math | 0 () | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) |
| Level 1 on statewide assessment | 0 () | 0 (0) | 0 (0) | 36 (0) | 36 (0) | 48 (0) | 120 (0) |
| | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) |

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

| ELA | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2018 | 51% | 59% | -8% | 57% | -6% |
| | 2017 | 45% | 57% | -12% | 58% | -13% |
| Same Grade Comparison | | 6% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2018 | 48% | 58% | -10% | 56% | -8% |
| | 2017 | 50% | 56% | -6% | 56% | -6% |
| Same Grade Comparison | | -2% | | | | |
| Cohort Comparison | | 3% | | | | |
| 05 | 2018 | 46% | 56% | -10% | 55% | -9% |
| | 2017 | 33% | 54% | -21% | 53% | -20% |
| Same Grade Comparison | | 13% | | | | |
| Cohort Comparison | | -4% | | | | |

| MATH | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2018 | 52% | 63% | -11% | 62% | -10% |
| | 2017 | 55% | 61% | -6% | 62% | -7% |
| Same Grade Comparison | | -3% | | | | |
| Cohort Comparison | | | | | | |

| MATH | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 04 | 2018 | 48% | 63% | -15% | 62% | -14% |
| | 2017 | 55% | 64% | -9% | 64% | -9% |
| Same Grade Comparison | | -7% | | | | |
| Cohort Comparison | | -7% | | | | |
| 05 | 2018 | 47% | 62% | -15% | 61% | -14% |
| | 2017 | 40% | 60% | -20% | 57% | -17% |
| Same Grade Comparison | | 7% | | | | |
| Cohort Comparison | | -8% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2018 | 32% | 51% | -19% | 55% | -23% |
| | 2017 | | | | | |
| Cohort Comparison | | | | | | |

Subgroup Data

| 2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2016-17 | C & C Accel 2016-17 |
| SWD | 12 | 28 | 21 | 20 | 19 | 14 | 15 | | | | |
| ELL | 50 | 49 | 47 | 44 | 31 | 24 | 18 | | | | |
| ASN | 100 | | | 90 | | | | | | | |
| BLK | 38 | 35 | 23 | 34 | 36 | 25 | 24 | | | | |
| HSP | 49 | 53 | 44 | 47 | 39 | 22 | 29 | | | | |
| MUL | 82 | | | 82 | 50 | | | | | | |
| WHT | 58 | 38 | 9 | 66 | 45 | 15 | 37 | | | | |
| FRL | 48 | 46 | 26 | 48 | 40 | 22 | 33 | | | | |
| 2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2015-16 | C & C Accel 2015-16 |
| SWD | 9 | 25 | 25 | 16 | 28 | 7 | 6 | | | | |
| ELL | 37 | 64 | 71 | 52 | 72 | 61 | 14 | | | | |
| BLK | 30 | 39 | 29 | 32 | 52 | 39 | 15 | | | | |
| HSP | 45 | 66 | 77 | 53 | 61 | 57 | 22 | | | | |
| MUL | 59 | 36 | | 76 | 82 | | | | | | |
| WHT | 57 | 69 | | 70 | 63 | | 52 | | | | |
| FRL | 39 | 54 | 53 | 48 | 61 | 48 | 22 | | | | |

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

| Activity #1 | |
|-------------------------------|--|
| Title | ELA - Lowest Quartile |
| Rationale | Deerfield Beach Elementary traditionally performs 25-30 percentage points higher in this category. This category was a glaring area of weakness that needs to be addressed and monitored closely to better meet the needs of our lowest quartile students. |
| Intended Outcome | If all instructional staff embed Balanced Literacy research based reading strategies and interventions into their classroom instruction in all content areas, then Deerfield Beach Elementary School's lowest quartile student learning gains will increase by 15% as measured by the FSA English Language Arts Achievement Test. |
| Point Person | Andrew Gerlach (dgerlach@browardschools.com) |
| Action Step | |
| | <p>1) Leadership team will collect and analyze student achievement data to identify areas of weakness.</p> <p>2) Based on areas of weakness (determined by analyzing student achievement data), collaborate with teachers to identify and implement research based reading strategies and interventions needed to address areas of weakness while continuing to develop strengths.</p> <p>3) Administration will procure additional appropriate resources (if necessary) through district resources, school budget resources, grants, and partnerships.</p> <p>4) Teachers will implement balanced literacy program and interventions during their ELA blocks differentiating instruction to meet all learners' needs.</p> |
| Description | <p>5) Leadership team will meet with teachers to collaborate and create additional double/triple dosing pull-out/push-in schedule implemented by paraprofessionals and support staff to service our fragile students with extra reading instruction on areas of weakness (determined by data)</p> <p>6) DBES will offer two Extended Learning Opportunity Academic camps for Reading and Writing. Every lowest quartile student will be recruited to participate through parent phone calls, conferences, and other communications. Camp classes will be grouped based on clusters of weak standards. Teachers will be paired to groups based on their proficiency teaching these standards. Data will be pulled from SchoolCity Assessments. Attendance will be monitored daily with parents receiving calls when their students are not in attendance.</p> <p>7) Professional Learning Communities will center on the implementation of writing, BAS calibration, whole group instructional practices of the Balanced Literacy program, and Guided Reading groups.</p> |
| Person Responsible | [no one identified] |
| Plan to Monitor Effectiveness | |
| Description | <p>1) Leadership team will meet monthly to review all aspects of the literacy instructional program.</p> <p>2) School will incorporate SchoolCity reading assessments after a 12 day instructional cycle with a focus on specific RI and RL standards.</p> |

3) Administration and coaches will meet with 3rd, 4th, and 5th grade teachers on a three week rotation to discuss data trends (macro/micro) from SchoolCity assessments. Coaches will push-in to classrooms after data discussions to team teach, model, and/or pull small groups on areas of weakness.

4) Administration will calibrate with the data every four weeks, utilizing this information to dictate selection of materials and students for pull-out/push-in model.

5) RTI team will meet monthly with grade levels to review individual students and their growth in their interventions.

6) RTI team will meet quarterly with grade levels to calibrate and readjust groups for interventions and/or create new interventions.

**Person
Responsible**

Latonya Cooper (latonya.cooper@browardschools.com)

| Activity #2 | |
|-------------------------------|---|
| Title | Math - Lowest Quartile |
| Rationale | Deerfield Beach Elementary traditionally performs 20-25 percentage points higher in this category. This category was a glaring area of weakness that needs to be addressed and monitored closely to better meet the needs of our lowest quartile students. |
| Intended Outcome | If all instructional staff implement with fidelity all components of the school-wide Math Curriculum plan and pacing guide, which was designed to provide rigorous core instruction, remediation & enrichment, then Deerfield Beach Elementary School's lowest quartile student learning gains will increase by 15% as measured by the FSA Math Achievement Test. |
| Point Person | Andrew Gerlach (dgerlach@browardschools.com) |
| Action Step | |
| Description | 1) Leadership team will collect and analyze student achievement data to identify areas of weakness. |
| | 2) Based on areas of weakness (determined by analyzing student achievement data), collaborate with teachers to identify and implement research based math strategies needed to address areas of weakness while continuing to develop strengths. |
| | 3) Administration will procure additional appropriate resources (if necessary) through district resources, school budget resources, grants, and partnerships. |
| | 4) Teachers will implement a blend of small math groups, centers, and whole group instruction during their math blocks differentiating instruction to meet all learners' needs. |
| | 5) Leadership team will meet with teachers to collaborate and create additional double/triple dosing pull-out/push-in schedule implemented by paraprofessionals and support staff to service our fragile students with extra math instruction on areas of weakness (determined by data) |
| | 6) DBES will offer an Extended Learning Opportunity Academic camps for Math. Every lowest quartile student will be recruited to participate through parent phone calls, conferences, and other communications. Attendance will be monitored daily with parents receiving calls when their students are not in attendance. |
| | 7) Professional Learning Communities will center on the implementation of small group math instruction and math centers. |
| Person Responsible | [no one identified] |
| Plan to Monitor Effectiveness | |
| Description | 1) Leadership team will meet monthly to review all aspects of the math instructional program. |
| | 2) School will incorporate SchoolCity math assessments after each Math GoMath Chapter paced by the school's instructional pacing calendar. DBES will also incorporate a Beginning, Middle, and End of Year assessment (pacing based on instructional calendar) to measure student growth. |

3) Administration and coaches will meet with 3rd, 4th, and 5th grade teachers on a three week rotation to discuss data trends (macro/micro) from SchoolCity assessments. Coaches will push-in to classrooms after data discussions to team teach, model, and/or pull small groups on areas of weakness.

4) Administration will calibrate with the data every four weeks, utilizing this information to dictate selection of materials and students for pull-out/push-in model.

5) RTI team will meet monthly with grade levels to review individual students and their growth in their interventions.

**Person
Responsible**

Latonya Cooper (latonya.cooper@browardschools.com)

| Activity #3 | |
|-------------------------------|--|
| Title | Science |
| Rationale | Deerfield Beach Elementary's 5th grade overall Science proficiency has decreased 7% over the past four FCAT Assessments. |
| Intended Outcome | If all instructional staff implement with fidelity all components of the school-wide Science Curriculum plan and pacing guide, which was designed to provide rigorous core instruction, remediation & enrichment, then Deerfield Beach Elementary School's Science Proficiency will increase by 5% as measured by the NGSSS FCAT Science Assessment. |
| Point Person | Andrew Gerlach (dgerlach@browardschools.com) |
| Action Step | |
| Description | 1) Leadership team will collect and inventory science materials for intermediate instruction. |
| | 2) Based on areas of weakness (determined by analyzing previous student achievement data), collaborate with teachers to identify and implement research based science strategies needed to address areas of weakness while continuing to develop strengths. |
| | 3) Administration will procure additional appropriate resources (if necessary) through district resources, school budget resources, grants, and partnerships. |
| | 4) Teachers will implement a blend of whole group, hands-on, and center instruction during their ELA and Science blocks differentiating instruction to meet all learners' needs. |
| Person Responsible | Andrew Gerlach (dgerlach@browardschools.com) |
| Plan to Monitor Effectiveness | |
| Description | 1) Leadership team will meet monthly to review all aspects of the science instructional program. |
| | 2) School will incorporate SchoolCity science assessments after each Science instructional block determined by the school's instructional pacing calendar. |
| | 3) Administration and coaches will meet with 4th and 5th grade teachers on a three week rotation to discuss data trends (macro/micro) from SchoolCity assessments. Coaches will push-in to classrooms after data discussions to team teach, model, and/or pull small groups on areas of weakness. |
| | 4) Administration will calibrate with the data every four weeks, utilizing this information to dictate selection of materials and students for pull-out/push-in model. |
| Person Responsible | Andrew Gerlach (dgerlach@browardschools.com) |

Part IV: Title I Requirements

Additional Title I Requirements

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

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

Deerfield Beach Elementary will utilize multiple modalities to communicate and engage our parents in the educational process. Parents will be informed of school events through the school's website, twitter page, parent-links, teacher specific remind app pages, and traditional flyers. Throughout the year, we will offer multiple different opportunities to engage parents and the community in the educational process.

DBES hosts an annual Literacy night, STEM night, Science night, and end of year curriculum fair. This year, we will look to partner with our local businesses to host two family conference nights. We will pair with a local restaurant to provide low cost dinner items for purchase while keeping our school open later so working parents can make it to conference with their child's teacher.

We will work with local community groups including Rotary and Kiwanis and the Deerfield Beach Education Advisory Board to communicate our vision out to our communities.

You can locate our 2018-2019 Title I Parent Involvement Plan at <https://www.browardschools.com/cms/lib/FL01803656/Centricity/Domain/1891/DBES%20School-Level%20PIP%2018-19.pdf>

PFEP Link

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

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.

Deerfield Beach Elementary ensures the social-emotional needs of students through guidance sessions, mentoring by our school resource deputy and other community volunteers, Riding the Waves program, Tutormate, and through our RISE programs. Our guidance counselor has created multiple weekly groups that focus on a variety of topics from coping with stress, to grieving, to being retained, amongst other critical topics that affect our students day-to-day emotional needs.

The Riding the Waves program is a district grant that features a weekly class (for 10 straight weeks) where our 5th grade students learn coping strategies for high stress situations. Tutormate is an online reading & mentoring program that has been implemented in one of our 1st grade classes. We will be teaming with Tutormate again this year to expand to two or three classes. Our RISE (Raising Individual Student Expectations) is a mentoring program for our 4th and 5th grade boys and girls that encompasses developing social skills while mentoring some of our Kindergarten to 3rd grade students. We also have a Social Worker that is at our school once a week to assist students and their families. She also supports us with attendance concerns.

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

Deerfield Beach Elementary coordinates with our local middle school, Deerfield Beach Middle, to assist both our families and students learn about and adjust to transition into middle school. We invite the middle school over to present to our parents' at PTA meetings, DBES Coffee talks, and SAC/SAF meetings. We also host our middle school during the school year to speak to our 4th and 5th grade

students on a range of topics from matriculation, to course work, to the I.B. and magnet options.

DBES hosts 3 Kindergarten Round-ups in March, April and May. During these round-ups, we offer tours to perspective parents, complete question and answer sessions, offer mini-workshops to prep incoming kindergarten students, and provide them with registration and contact information for any follow-up questions.

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.

Initially by diagnostic assessments to determine students' areas of weakness. Then, materials are aligned with the students deficits. The person responsible for this task is Mrs. Rothberger, Literacy Coach and Textbook Coordinator. Mrs. Rothberger meets with administration monthly to discuss equity of resources.

State adopted inventory is housed on a computer-based program called Destiny. School purchased materials are inventoried on an excel spreadsheet and provided to administration.

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

Deerfield Beach Elementary has created Extended Learning Opportunity clubs that branch out beyond the traditional expectations of the state standards and aim to inspire, connect, and challenge our students to become aware of potential careers. Some of our yearly clubs include art design, coding, robotics, drones, STEAM, and cooking.

Our school also continues to develop activities that expose and/or prep are students for college and career awareness including our yearly "Hour of Code" week, Career Fair, and STEM days on every early release day. We continue to build relationships with outside resources to further encourage and develop awareness to a variety of possibilities for our students' futures.

Part V: Budget

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| Total: | \$277,067.50 |
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