

Broward County Public Schools

# Deerfield Beach Elementary School



## 2019-20 Schoolwide Improvement Plan

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## Deerfield Beach Elementary School

650 NE 1ST ST, Deerfield Beach, FL 33441

[ no web address on file ]

### Demographics

Principal: Andrew Gerlach

Start Date for this Principal: 2/8/2017

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: C (52%) 2017-18: D (39%) 2016-17: C (50%) 2015-16: C (47%) 2014-15: C (44%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### 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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://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.

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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)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	C	D	C	C

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<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	Job Duties and Responsibilities
Gerlach, Andrew	Principal	<p>The school principal will effectively perform the performance responsibilities using the following knowledge, skills, and abilities to: provide instructional leadership for all educational programs at the school, prepare and manage the school's budget and manage and inventory the school's assets; to read, interpret, follow and enforce the State Board Rules, Code of Ethics, School Board policies, and other state and federal laws; use effective interview techniques, coaching procedures, and evaluation procedures; enforce collective bargaining agreements; use effective public speaking skills, group dynamics, and interaction and problem solving skills; maintain a sensitivity to multicultural issues; perceive the impact of a decision on other components of the organization; communicate effectively, both orally and in writing, and through the use of technology; and analyze the use of data. The school principal will need knowledge and understanding of the unique needs and characteristics of school system.</p>
Cooper, Latonya	Assistant Principal	<ol style="list-style-type: none"> <li>1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan.</li> <li>2. Utilize collaborative leadership style and quality processes to establish and monitor a school mission and goals that are aligned with the District's mission and goals through active participation of stakeholders' involvement in the school improvement process with SAC and SAF.</li> <li>3. Assist in achieving expected results on the school's student learning goals.</li> <li>4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula.</li> <li>5. Demonstrate that student learning is a top priority through leadership actions and support a learning organization focused on school success.</li> <li>6. Assist in recruiting, retaining, developing, and evaluating an effective and diverse faculty and staff.</li> <li>7. Assist in establishing and coordinating procedures for student, teacher, parent and community evaluation of curriculum.</li> </ol>
Gull, Julie	Teacher, ESE	<p>The ESE Specialist Field Coach will provide personalized support based on identified needs of individual school-based ESE Specialist and differentiated supports that foster the growth and development of school-based ESE Specialists. Also, coaches will work collaboratively, build skills, analyze data, examine needs related to professional practice and engage in peer coaching with school-based ESE Specialists. The position provides consistence in services throughout the District to meet student needs, sustain or improve students achievement through the development of appropriate IEPs, promote a culture of learning to include all stakeholders by enhancing the performance of ESE Specialists and providing targeted coaching while building capacity for ESE Specialists.</p>
Velian, Jessica	School Counselor	<p>The Elementary Guidance Counselor shall establish small group counseling sessions, counsel students on personal and academic concerns and notify parents as deemed necessary, provide materials and suggestions for classroom oriented guidance activities, arrange student, parent, and teacher</p>



Name	Title	Job Duties and Responsibilities
		conferences, acquaint students new to school with teachers, facilities, and programs to help them adjust to their new environment, assist in the early identification of students for proper educational placement, such as exceptional child, federal and bilingual programs, work with parent groups in the area of child growth, development, and discipline, meet with teachers to present and explain the results of various testing programs, assist teachers in effective utilization of test results, gather information from all faculty members having contact with a student being considered for referral.

**Description and Goals:**

The Reading Coach will support all K-6 staff in the implementation of the site reading plan and program. The Coach will work directly with teachers in a school providing classroom-based demonstrations, collaborative and one-on-one support, and facilitating teacher inquiry and related professional development. The Coach will focus on enhancing teachers' ability to provide instruction that builds students' sense of engagement in the ownership of learning. The Coach will also work with administrators and teachers to collect and analyze data, interpret, and use it to guide instructional decisions.

**Responsibilities:**

Krucker, Lisa  
Instructional Coach

1. Guide teachers to collect and analyze data and develop action plans in response to determined student needs.
2. Provide individualized, classroom-based support to implement comprehensive program. This will include modeling of best teaching practices.
3. Work with the principals within the grantee site to create a school-wide focus on goals for reading achievement.
4. Oversee the school's assessment procedure, training, data collection and collaborate with the principal to complete reports due.
5. Complete monthly status reports for the district administrators and Reading First Coordinator.
6. Participate fully in professional development opportunities and professional research and reading.

## Early Warning Systems

### Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	84	108	106	107	89	113	0	0	0	0	0	0	0	607
Attendance below 90 percent	20	18	14	9	11	12	0	0	0	0	0	0	0	84
One or more suspensions	1	5	7	5	3	0	0	0	0	0	0	0	0	21
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	41	41	31	0	0	0	0	0	0	0	113

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators		2	5	1	15	9	5	0	0	0	0	0	0	37

**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		6	13	5	7	0	0	0	0	0	0	0	0	31
Students retained two or more times		0	0	0	2	1	2	0	0	0	0	0	0	5

**FTE units allocated to school (total number of teacher units)**

32

**Date this data was collected or last updated**

Wednesday 8/7/2019

**Prior Year - As Reported**

**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 with two or more early warning indicators:**

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

**Prior Year - 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	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 with two or more early warning indicators:

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

## Part II: Needs Assessment/Analysis

### 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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	51%	59%	57%	45%	55%	55%
ELA Learning Gains	66%	60%	58%	57%	58%	57%
ELA Lowest 25th Percentile	58%	54%	53%	57%	53%	52%
Math Achievement	54%	65%	63%	52%	61%	61%
Math Learning Gains	60%	66%	62%	61%	63%	61%
Math Lowest 25th Percentile	41%	53%	51%	47%	52%	51%
Science Achievement	31%	46%	53%	29%	45%	51%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	84 (0)	108 (0)	106 (0)	107 (0)	89 (0)	113 (0)	607 (0)
Attendance below 90 percent	20 (24)	18 (16)	14 (16)	9 (12)	11 (12)	12 (10)	84 (90)
One or more suspensions	1 (0)	5 (1)	7 (1)	5 (1)	3 (0)	0 (3)	21 (6)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	41 (36)	41 (36)	31 (48)	113 (120)

### Grade Level Data

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

NOTE: 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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	37%	60%	-23%	58%	-21%
	2018	51%	59%	-8%	57%	-6%
Same Grade Comparison		-14%				
Cohort Comparison						
04	2019	53%	62%	-9%	58%	-5%
	2018	48%	58%	-10%	56%	-8%
Same Grade Comparison		5%				
Cohort Comparison		2%				
05	2019	53%	59%	-6%	56%	-3%
	2018	46%	56%	-10%	55%	-9%
Same Grade Comparison		7%				
Cohort Comparison		5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	52%	65%	-13%	62%	-10%
	2018	52%	63%	-11%	62%	-10%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	51%	67%	-16%	64%	-13%
	2018	48%	63%	-15%	62%	-14%
Same Grade Comparison		3%				
Cohort Comparison		-1%				
05	2019	51%	64%	-13%	60%	-9%
	2018	47%	62%	-15%	61%	-14%
Same Grade Comparison		4%				
Cohort Comparison		3%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	30%	49%	-19%	53%	-23%
	2018	32%	51%	-19%	55%	-23%
Same Grade Comparison		-2%				
Cohort Comparison						

### Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	12	54	56	25	51	39	9				

2019 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 2017-18	C & C Accel 2017-18
ELL	46	59	44	53	55	35	25				
BLK	36	60	59	44	57	39	21				
HSP	49	65	50	54	58	44	27				
WHT	62	75	73	65	65	30	46				
FRL	46	64	59	52	57	41	29				
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				

### ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	57
Total Points Earned for the Federal Index	418
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	47
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	45
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	51
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	59
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

The Students with disabilities performed the lowest compared to all sub groups. Students scored 12% proficiency in ELA and 25% in Math and the lowest quartile math SWD scored 39%. We invested new staff and materials and we saw a positive trend in this category. The gains didn't grow as much as other categories because we implemented new processes that we will continue this year.

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

The greatest decline in subgroup was the ELL and Black subgroups for the ELA overall proficiency category. Both subgroups decreased by 2%. The factors that impacted was parent participation (i.e. conferences, parent night attendance, etc.) and poor attendance at our Extended Learning Opportunities (ELO).

#### 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.

Science was the greatest gap between our school and the state. There was a 22% divide. The main factor is inconsistent utilization of instructional practices amongst all grade levels.

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

The two components that showed the most improvement were ELA Learning Gains and ELA Lowest Quartile Learning Gains. We revamped data collection and what we use the data for. We also integrated new ELO's, and instructional cycle, and i-Ready. We also incorporated multiple push-in instructional groups.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

Based on EWS data, we need to focus on Kindergarten and 1st grade attendance. The previous year saw 20% of Kindergarten students miss more than 10% of the school year and 18% of our 1st grade students.

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

1. SWD proficiency and learning gains
2. Science proficiency (school wide)
3. Math Learning gain and Lowest quartile learning gains
- 4.
- 5.

### **Part III: Planning for Improvement**

**Areas of Focus:**



<b>#1</b>	
<b>Title</b>	SWD Proficiency for ELA and Math Lowest Quartile
<b>Rationale</b>	Students in this category performed definitively below our school average. These students need to continue to develop and meet the state expectations.
<b>State the measurable outcome the school plans to achieve</b>	Overall SWD sub-group will increase their proficiency levels by 15% as measured on the 2019-2020 Math and ELA FSA.
<b>Person responsible for monitoring outcome</b>	Andrew Gerlach (dgerlach@browardschools.com)
<b>Evidence-based Strategy</b>	SWD subgroup will receive push-in instruction based on weak standards as measured by School-City instructional cycle assessments. This data will also drive our ELO curriculum, Walk to Read groupings, and our whole and small group instruction.
<b>Rationale for Evidence-based Strategy</b>	By using school city assessments to measure student progress and deficiencies, grade levels and administration and prescribe appropriate and effective lessons to be address those areas.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. ELA 15 day instructional cycles with School City Assessments to measure student growth. For Math, we will utilized Mid-quarter and End of Quarter Math assessments from School City to measure student growth.</li> <li>2. Data chats on a weekly rotation during their team meetings</li> <li>3. Coaches will check on progress monitoring with teachers on consistent basis</li> <li>4. Differentiation of Prodigy and GoMath lessons by students and i-Ready usage and utilization of i-Ready toolbox with Coach Support</li> <li>5. Differentiation of i-Ready lessons by students and Differentiated Math centers</li> <li>6. Walk to Read interventions</li> <li>7- Push in lessons by paraprofessionals and support staff and admin</li> <li>8-ELO Camps (specific standards prescribed by School City results, recruiting lowest quartile and SWD students to attend through parent communication, monitoring of attendance, 10-12 weeks 2x/week)</li> <li>9- Group all instruction by ability and needs not ages/grade</li> </ol>
<b>Person Responsible</b>	Andrew Gerlach (dgerlach@browardschools.com)

<b>#2</b>	
<b>Title</b>	ELA Overall Proficiency
<b>Rationale</b>	Students in this category performed District and State average. These students need to continue to develop and meet the state expectations.
<b>State the measurable outcome the school plans to achieve</b>	Our Overall ELA proficiency will increase 4% as measured on the 2019-2020 ELA FSA.
<b>Person responsible for monitoring outcome</b>	Latonya Cooper (latonya.cooper@browardschools.com)
<b>Evidence-based Strategy</b>	Students will receive push-in instruction based on weak standards as measured by School-City instructional cycle assessments. This data will also drive our ELO curriculum, Walk to Read groupings, and our whole and small group instruction.
<b>Rationale for Evidence-based Strategy</b>	By using school city assessments to measure student progress and deficiencies, grade levels and administration can prescribe appropriate and effective lessons to be address within those areas.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. ELA 15 day instructional cycles with School City Assessments to measure student growth.</li> <li>2. Data chats on a weekly rotation during their team meetings</li> <li>3. Coaches will check on progress monitoring with teachers on consistent basis</li> <li>4. i-Ready usage and utilization of i-Ready toolbox with Coach Support</li> <li>5. Differentiation of i-Ready lessons by students</li> <li>6. Walk to Read interventions</li> <li>7- Push in lessons by paraprofessionals and support staff and admin</li> <li>8-ELO Camps (specific standards prescribed by School City results, recruiting lowest quartile and SWD students to attend through parent communication, monitoring of attendance, 10-12 weeks 2x/week)</li> <li>9- Group all instruction by ability and needs not ages/grade</li> </ol>
<b>Person Responsible</b>	Jessica Burns (jessica.burns@browardschools.com)

#### Additional Schoolwide Improvement Priorities (optional)

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

We will continue to implement every facet of our 2018-2019 State SIP and continue to progress monitor and adjust based on School City Data, I-Ready data, teacher/student feedback, and BAS levels.

## 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 Schoolwide Improvement Plan 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 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. To increase parent participation during parent-teacher conferences, our school will partner up with some of our local restaurants to provide low-cost dinners for purchase, as an incentive for our working parents. 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 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.**

The school leadership Initially identifies needs for resources 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

**The approved budget does not reflect any amendments submitted for this project.**

1	III.A.	Areas of Focus: SWD Proficiency for ELA and Math Lowest Quartile				\$26,565.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0011 - Deerfield Beach Elementary School	Title, I Part D		\$21,247.00
			<i>Notes: ELO Literacy Camp for Reading, Math, and Science Salary Applies to both SWD and ELA overall proficiency category</i>			
			0011 - Deerfield Beach Elementary School	Title, I Part D		\$2,023.00
			<i>Notes: ELO Literacy Camp for Reading, Math, and Science Fringe Expense Applies to both SWD and ELA overall proficiency category</i>			
			0011 - Deerfield Beach Elementary School	School Improvement Funds		\$3,295.00

			<i>Notes: Reflex Math site license for the 2019-2020 school year for grades 1st-5th</i>			
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: ELA Overall Proficiency</b>				<b>\$3,180.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0011 - Deerfield Beach Elementary School	School Improvement Funds		\$3,180.00
			<i>Notes: School City Online site license for the year. Used to progress monitor student growth and standards mastery in both ELA, Science, and Math</i>			
<b>Total:</b>						<b>\$29,745.00</b>