

Broward County Public Schools

Deerfield Beach Elementary School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	20
Positive Culture & Environment	24
Budget to Support Goals	25

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

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (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
School Grades History	2018-19: C (52%) 2017-18: D (39%) 2016-17: C (50%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

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.

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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	20
Title I Requirements	0
Budget to Support Goals	25

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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	75%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	85%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	D

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SIP Authority

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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. 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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position 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>
Laplante, Aaron	Assistant Principal	<ol style="list-style-type: none"> 1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan. 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. 3. Assist in achieving expected results on the school's student learning goals. 4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula. 5. Demonstrate that student learning is a top priority through leadership actions and support a learning organization focused on school success. 6. Assist in recruiting, retaining, developing, and evaluating an effective and diverse faculty and staff. 7. Assist in establishing and coordinating procedures for student, teacher, parent and community evaluation of curriculum.
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>
Eversman, Emily	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</p>

Name	Position Title	Job Duties and Responsibilities
		<p>classroom oriented guidance activities, arrange student, parent, and teacher 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.</p>

		<p>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.</p>
Krucker, Lisa	Reading Coach	<p>Responsibilities:</p> <ol style="list-style-type: none"> 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.

Demographic Information

Principal start date

Wednesday 2/8/2017, Andrew Gerlach

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

7

Total number of teacher positions allocated to the school

33

Total number of students enrolled at the school

560

Identify the number of instructional staff who left the school during the 2020-21 school year.

6

Identify the number of instructional staff who joined the school during the 2021-22 school year.

3

Demographic Data

Early Warning Systems

2021-22

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	73	115	89	91	97	93	0	0	0	0	0	0	0	558
Attendance below 90 percent	27	34	24	19	19	20	0	0	0	0	0	0	0	143
One or more suspensions	0	0	1	2	6	2	0	0	0	0	0	0	0	11
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	4	24	0	0	0	0	0	0	0	28
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	3	19	0	0	0	0	0	0	0	22
Number of students with a substantial reading deficiency	3	17	30	28	30	32	0	0	0	0	0	0	0	140

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	5	9	20	17	14	29	0	0	0	0	0	0	0	94

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	4	5	11	10	0	2	0	0	0	0	0	0	0	32
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Thursday 9/2/2021

2020-21 - 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	
Number of students enrolled	84	108	106	107	89	113	0	0	0	0	0	0	0	607
Attendance below 90 percent	17	19	15	10	10	14	0	0	0	0	0	0	0	85
One or more suspensions	1	5	7	5	3	0	0	0	0	0	0	0	0	21
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	41	34	35	0	0	0	0	0	0	0	110
Level 1 on 2019 statewide Math assessment	0	0	0	41	34	35	0	0	0	0	0	0	0	110

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	6	1	15	7	6	0	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	15	5	9	0	0	0	0	0	0	0	0	0	35
Students retained two or more times	0	0	0	2	1	2	0	0	0	0	0	0	0	5

2020-21 - 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	
Number of students enrolled	84	108	106	107	89	113	0	0	0	0	0	0	0	607
Attendance below 90 percent	17	19	15	10	10	14	0	0	0	0	0	0	0	85
One or more suspensions	1	5	7	5	3	0	0	0	0	0	0	0	0	21
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	41	34	35	0	0	0	0	0	0	0	110
Level 1 on 2019 statewide Math assessment	0	0	0	41	34	35	0	0	0	0	0	0	0	110

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	6	1	15	7	6	0	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	15	5	9	0	0	0	0	0	0	0	0	0	35
Students retained two or more times	0	0	0	2	1	2	0	0	0	0	0	0	0	5

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				51%	59%	57%	51%	56%	56%
ELA Learning Gains				66%	60%	58%	46%	57%	55%
ELA Lowest 25th Percentile				58%	54%	53%	27%	51%	48%
Math Achievement				54%	65%	63%	51%	62%	62%
Math Learning Gains				60%	66%	62%	41%	60%	59%
Math Lowest 25th Percentile				41%	53%	51%	23%	47%	47%
Science Achievement				31%	46%	53%	34%	49%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019	37%	60%	-23%	58%	-21%
Cohort Comparison						
04	2021					
	2019	53%	62%	-9%	58%	-5%
Cohort Comparison		-37%				
05	2021					
	2019	53%	59%	-6%	56%	-3%
Cohort Comparison		-53%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	52%	65%	-13%	62%	-10%
Cohort Comparison						
04	2021					
	2019	51%	67%	-16%	64%	-13%
Cohort Comparison		-52%				
05	2021					
	2019	51%	64%	-13%	60%	-9%
Cohort Comparison		-51%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	30%	49%	-19%	53%	-23%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

iReady data was used for progress monitoring all grade levels in ELA and Math.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	38/36%	36/34%	24/36%
	Economically Disadvantaged	31/36%	28/32%	20/35%
	Students With Disabilities	5/22%	2/10%	1/5%
	English Language Learners	12/27%	10/22%	10/30%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	33/33%	17/17%	32/34%
	Economically Disadvantaged	27/33%	12/15%	25/32%
	Students With Disabilities	4/21%	1/5%	4/21%
	English Language Learners	13/30%	2/5%	9/21%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	16/19%	26/32%	33/40%
	Economically Disadvantaged	8/13%	13/23%	18/32%
	Students With Disabilities	1/5%	2/12%	3/17%
	English Language Learners	3/9%	8/24%	9/26%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	11/15%	10/15%	19/24%
	Economically Disadvantaged	4/8%	6/13%	10/18%
	Students With Disabilities	2/12%	0	2/12%
	English Language Learners	0	0	5/15%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	39/51%	47/57%	53/66%
	Economically Disadvantaged	29/52%	33/56%	38/66%
	Students With Disabilities	4/22%	3/17%	6/33%
	English Language Learners	4/20%	7/29%	9/41%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	8/17%	22/28%	38/56%
	Economically Disadvantaged	6/19%	15/26%	25/53%
	Students With Disabilities	0	1/6%	5/39%
	English Language Learners	0	2/9%	7/35%
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	15/19%	28/33%	29/33%
	Economically Disadvantaged	8/13%	18/28%	19/30%
	Students With Disabilities	4/14%	6/19%	7/25%
	English Language Learners	2/7%	5/16%	8/24%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	1/2%	16/19%	29/35%
	Economically Disadvantaged	0	12/19%	18/31%
	Students With Disabilities	0	4/13%	7/26%
	English Language Learners	1/5%	4/13%	10/30%

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	21/26%	24/28%	33/41%
	Economically Disadvantaged	17/27%	19/29%	23/37%
	Students With Disabilities	3/11%	3/10%	8/31%
	English Language Learners	4/18%	4/15%	7/28%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	5/10%	19/25%	16/41%
	Economically Disadvantaged	4/10%	13/23%	10/33%
	Students With Disabilities	0	4/15%	3/23%
	English Language Learners	0	3/13%	3/21%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	19	37	50	17	19	17	7				
ELL	42	62		25	30		19				
BLK	32	42	55	16	13		7				
HSP	47	55		30	30		20				
WHT	53	29		38	20		38				
FRL	40	42	50	24	17	25	15				
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				
ELL	46	59	44	53	55	35	25				
BLK	36	60	59	44	57	39	21				
HSP	49	65	50	54	58	44	27				

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
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	36
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	62
Total Points Earned for the Federal Index	287
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	26
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	40
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	28
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	41
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 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	40
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	35
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The trends that emerged across all grade levels were that no groups made significant gains across the board.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based off data the greatest need for improvement is math.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing factors were attendance, parents using online instruction option instead of face to face learning, and quarenting staff and students due to Covid protocols.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The two components that showed the most improvement were ELA Learning Gains and ELA Lowest Quartile Learning Gains.

What were the contributing factors to this improvement? What new actions did your school take in this area?

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.

What strategies will need to be implemented in order to accelerate learning?

We will continue to implement every facet of our 2021-2022 State SIP and continue to progress monitor and adjust based on School City Data, I-Ready data, teacher/student feedback, and BAS levels.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The professional development opportunities to support were a new Benchmark Assessment training to ensure that staff are testing students equally and fairly, Professional Learning Communities are used to learn and utilize the new Benchmarks Advance reading curriculum and how to correctly use it in conjunction with the current ELA Florida standards, and teachers are utilizing the Microsoft Academy programs. Professional Learning opportunities for math are being provided by the seasons of learning through the county as well as in the PLC based per grade level. Our math contact is providing center activities and PD based on data and stanards.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

We have increased staff to provide additional support to our SWD learners as well as our ELL/ESE students. This provides our students with more tiered instruction. Teachers will continue to use our instructional cycles to help drive instruction as well as small group instruction.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Our overall proficiency and learning gains dipped in 2021 when compared to the 2019 FSA ELA results.
Measurable Outcome:	Our Overall ELA proficiency will increase 5% as measured on the 2020 - 2021 ELA FSA.
Monitoring:	We will monitor student progression in overall school success through the constant progress monitoring with SchoolCity and Iready instructional cycles.
Person responsible for monitoring outcome:	Andrew Gerlach (dgerlach@browardschools.com)
Evidence-based Strategy:	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.
Rationale for Evidence-based Strategy:	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.

Action Steps to Implement

ELA 15 day instructional cycles with School City Assessments to measure student growth.

Person Responsible Andrew Gerlach (dgerlach@browardschools.com)

Data chats on a weekly rotation during their team meetings

Person Responsible Andrew Gerlach (dgerlach@browardschools.com)

. Coaches will check on progress monitoring with teachers on consistent basis

Person Responsible Lisa Krucker (lisa.krucker@browardschools.com)

i-Ready usage and utilization of i-Ready toolbox with Coach Support

Person Responsible Andrew Gerlach (dgerlach@browardschools.com)

Differentiation of i-Ready lessons by students

Person Responsible Andrew Gerlach (dgerlach@browardschools.com)

Walk to Read interventions

Person Responsible Aaron Laplante (aaron.laplante@browardschools.com)

Push in lessons by paraprofessionals and support staff and admin

Person Responsible Andrew Gerlach (dgerlach@browardschools.com)

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)

Person Responsible	Andrew Gerlach (dgerlach@browardschools.com)
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Group all instruction by ability and needs not ages/grade

Person Responsible	Lisa Krucker (lisa.krucker@browardschools.com)
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#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus	SWD Proficiency for ELA and Math Lowest Quartile
Description and Rationale:	Students in this category performed definitively below our school average. These students need to continue to develop and meet the state expectations.
Measurable Outcome:	Overall SWD sub-group will increase their proficiency levels by 10% as measured on the 2021-2022 Math and ELA FSA.
Monitoring:	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.
Person responsible for monitoring outcome:	Andrew Gerlach (dgerlach@browardschools.com)
Evidence-based Strategy:	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.
Rationale for Evidence-based Strategy:	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.

Action Steps to Implement

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.

Person Responsible Andrew Gerlach (dgerlach@browardschools.com)

Data chats on a weekly rotation during their team meetings

Person Responsible Andrew Gerlach (dgerlach@browardschools.com)

Coaches will check on progress monitoring with teachers on consistent basis

Person Responsible Lisa Krucker (lisa.krucker@browardschools.com)

Differentiation of Prodigy and GoMath lessons by students and i-Ready usage and utilization of i-Ready toolbox with Coach Support

Person Responsible Aaron Laplante (aaron.laplante@browardschools.com)

Differentiation of i-Ready lessons by students and Differentiated Math centers

Person Responsible Aaron Laplante (aaron.laplante@browardschools.com)

Walk to Read interventions

Person Responsible Lisa Krucker (lisa.krucker@browardschools.com)

Push in lessons by paraprofessionals and support staff and admin

Person Responsible Andrew Gerlach (dgerlach@browardschools.com)

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)

Person Responsible Andrew Gerlach (dgerlach@browardschools.com)

Group all instruction by ability and needs not ages/grade

Person Responsible Lisa Krucker (lisa.krucker@browardschools.com)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

When compared to schools across the state our school is ranked in the middle for moderate for violent instances being ranked 798 out of 1395 schools. We will monitor our behavior based on our positive behavior plan, which includes our proud parrot coins as well as our proud parrot tickets. Students receive a coin in the lunch room for positive behavior and at the end of 10 coins students receive ice pops and then students receive pizza party for 50 coins. The students also get to participate in P-squared, which is a positive behavior that allows 1-2 students per class to participate in fun activities.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Deerfield Beach Elementary (DBES) 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, technology night, Science night, and Math night. 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.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

School Advisory Council chair acts like a liaison between our parents, staff, teachers, administration, and our community leaders. Through her role as SAC chair- she conducts meetings keeping everyone informed as well as bringing up issues that may arise. We conduct votes on how to use our school accountability funds as well as keep the parents informed on what is happening with our school improvement plan.

Principal and Assistant principal build business relationships as they are actively present in the community. They represent our school. They advocate for our students and staff. They conduct themselves in a positive way to ensure we have a healthy and positive school culture.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$37,978.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100		0011 - Deerfield Beach Elementary School	Title, I Part D		\$2,805.00
			<i>Notes: i-Ready toolbox will be used to remediate and/or supplement instruction for K-5 students in reading. Toolbox will be used to refine and differentiate instruction to best meet individual student needs</i>			
	5100		0011 - Deerfield Beach Elementary School	Title, I Part D		\$3,256.00
			<i>Notes: School City will be used to remediate and/or supplement instruction for K-5 students in reading. Toolbox will be used to refine and differentiate instruction to best meet individual student needs</i>			
	5100	120-Classroom Teachers	0011 - Deerfield Beach Elementary School	Title, I Part D		\$31,917.00
			<i>Notes: ELO camps for ELA, Writing, Math, and Science remediation and/or enrichment</i>			
2	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100		0011 - Deerfield Beach Elementary School	Title, I Part D		\$0.00
			<i>Notes: These items are listed and funds are encumbered in the ELA section. This item is also being used for the ESSA group and utilized for this Area of Focus.</i>			
	5100		0011 - Deerfield Beach Elementary School	Title, I Part D		\$0.00
			<i>Notes: These items are listed and funds are encumbered in the ELA section. This item is also being used for the ESSA group and utilized for this Area of Focus.</i>			
	5100	120-Classroom Teachers	0011 - Deerfield Beach Elementary School	Title, I Part D		\$0.00

	<i>Notes: These items are listed and funds are encumbered in the ELA section. This item is also being used for the ESSA group and utilized for this Area of Focus.</i>	
Total:		\$37,978.00