

Broward County Public Schools

Deerfield Park Elementary School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	12
Planning for Improvement	20
Positive Culture & Environment	22
Budget to Support Goals	23

Deerfield Park Elementary School

650 SW 3RD AVE, Deerfield Beach, FL 33441

[no web address on file]

Demographics

Principal: Thomas Darby

Start Date for this Principal: 7/1/2012

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 Economically Disadvantaged Students*
School Grades History	2018-19: C (45%) 2017-18: C (49%) 2016-17: B (54%)
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	6
Needs Assessment	12
Planning for Improvement	20
Title I Requirements	0
Budget to Support Goals	23

Deerfield Park Elementary School

650 SW 3RD AVE, 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	88%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

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

Mission Statement

Deerfield Park Elementary is committed to providing each student with high quality instruction, in a safe learning environment so that they can reach their full academic and social potential. By infusing the Performing Arts, our students will be prepared to meet and exceed the demands of the 21st Century and become productive leaders in our society

Provide the school's vision statement.

Vision

Deerfield Park Elementary is dedicated to providing a caring and supportive environment for students to excel

Academically and in the Performing Arts.

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
Skalis, Penny	ESE Specialist	<p>Supports the principal in the vision and mission of the school</p> <p>Supports the principal in programming for special education, gifted, and 504 students</p> <p>Supports making a positive connection with families</p> <p>Supports the principal in obtaining the experts within the district to help the ESE population when needed</p> <p>Supports the principal in ensuring that the ESE meetings are done in a timely fashion</p> <p>Supports the principal in completing paperwork in a timely fashion for the ESE department and school</p> <p>Supports the principal by helping the ESE students and teachers</p> <p>Supports the principal with ESY decision making for students to obtain summer support</p> <p>Supports the principal with School Advisory Council Meeting</p> <p>Supports the principal in obtaining keep parts for the School Improvement Plan</p>
Desire, Marchard		<p>The goal of the Literacy Coach 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.</p> <p>The Coach, Literacy shall:</p> <ol style="list-style-type: none"> 1. assist teachers in reflecting on and analyzing their practice and reviewing student work to inform instruction and enhance student achievement 2. support teachers in implementing explicit, systemic, and rigorous literacy instruction, through collaborative lesson planning, modeling, co-teaching, and conferencing. 3. build teacher capacity for developing and implementing formative assessments including non-evaluative, reflective conversations with teachers using evidence of classroom practice and student learning. 4. serve on the school's professional development team to ensure professional learning is aligned to standards, initiatives, and best practices and facilitate promote collegiality through collaborative work and reflective practices with teachers and administrators. 5. support teachers with the effective integration of digital applications, tools, strategies and classroom related technologies to support students in their literacy learning. 6. assist teachers in organizing and selecting supplemental resources for intervention and enrichment instruction. 7. all other duties as assigned by the Principal or designee
Burton, Kassandra		<p>The Mathematics Coach will provide personalized support that is based on identified needs of individual teachers and differentiated supports that foster the</p>

Name	Position Title	Job Duties and Responsibilities
		<p>growth and development of teachers. In addition to strategic content focused mentoring, coaches will support teachers to develop skills in critical areas such as establishing a positive classroom culture and climate, implementing instructional strategies, analyzing student work, differentiating instruction and supporting English Language learners and student with special needs. Also, coaches will work collaboratively, build skills, analyze data, examine needs related to professional practice and engage in peer coaching with teachers.</p> <p>The Coach, Mathematics shall:</p> <ol style="list-style-type: none"> 1. assist teachers in reflecting on and analyzing their practice and reviewing student work to inform instruction and enhance student achievement. 2. model innovative teaching methodologies and research-based, effective instructional practices through techniques such as co-teaching and demonstration lessons. 3. serve on the school's professional development team to ensure professional learning is aligned to standards, initiatives, and best practices. 4. participate in monthly content related professional learning. 5. participate successfully in ongoing professional learning to increase the individual's skills and proficiency related to the job responsibilities. 6. assist teachers in making connections between state standards and the currently adopted instructional framework and communicating to both parents and the community. 7. develop and assist teachers in designing formative assessments including nonevaluative, reflective conversations with teachers using evidence of classroom practice and student learning policies. 8. perform other duties as assigned by the Supervisor(s).
Fulton, Keandra		<p>To assist the principal in providing vision and leadership to develop, administer and monitor educational programs that optimize the human and material resources, including time and space, available for a successful and safe school program for students, staff and community.</p> <p>The Assistant School Principal will effectively perform the performance responsibilities using the following knowledge, skills and responsibilities: Ability to: demonstrate the knowledge and practice of current educational trends, research and technology; understand the unique needs, growth problems and characteristics of school students; read, interpret and implement the State Board Rules, Code of Ethics, School Board Policies and appropriate state and federal statutes; and coach, supervise and evaluate personnel in accordance with collective bargaining agreements.</p> <p>The Assistant School Principal will need to demonstrate effective</p>

Name	Position Title	Job Duties and Responsibilities
Reid, Jocelyn		communication and interaction skills with all stakeholders, have the ability to use group dynamics within the context of cultural diversity and be knowledgeable of Florida educational reform, accountability and effective school concepts.
		<p>To provide the leadership and management necessary to administer and supervise all programs, policies and activities of the school to ensure high quality educational experiences and services for the students in a safe and enriching environment.</p> <p>Responsibilities include (but are not limited to)</p> <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 the 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 the School Advisory Council (SAC) and School Advisory Forum (SAF). 3. Achieve 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 that build and support a learning organization focused on school success. 6. Work collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. 7. Recruit, retain, develop and evaluate an effective and diverse faculty and staff. Maintain high visibility at school and in the community. 8. Cultivate, support, and develop others within the school, including providing recognition and celebration for student, staff, and school accomplishments. 9. Establish open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns. 10. Demonstrate ethical and professional leadership at all times.

Demographic Information

Principal start date

Sunday 7/1/2012, Thomas Darby

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.*

4

Total number of teacher positions allocated to the school

37

Total number of students enrolled at the school

578

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

2

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	86	93	99	89	115	93	0	0	0	0	0	0	0	575
Attendance below 90 percent	43	31	40	22	34	25	0	0	0	0	0	0	0	195
One or more suspensions	0	0	0	0	2	1	0	0	0	0	0	0	0	3
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	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	10	4	34	17	5	0	0	0	0	0	0	0	70

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	0	0	4	10	14	22	0	0	0	0	0	0	0	50

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	0	0	3	0	1	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Sunday 9/12/2021

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	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	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	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	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	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	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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				30%	59%	57%	38%	56%	56%
ELA Learning Gains				41%	60%	58%	46%	57%	55%
ELA Lowest 25th Percentile				49%	54%	53%	43%	51%	48%
Math Achievement				63%	65%	63%	65%	62%	62%
Math Learning Gains				57%	66%	62%	67%	60%	59%
Math Lowest 25th Percentile				50%	53%	51%	61%	47%	47%
Science Achievement				26%	46%	53%	23%	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	28%	60%	-32%	58%	-30%
Cohort Comparison						
04	2021					
	2019	37%	62%	-25%	58%	-21%
Cohort Comparison		-28%				
05	2021					
	2019	24%	59%	-35%	56%	-32%
Cohort Comparison		-37%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	68%	65%	3%	62%	6%
Cohort Comparison						
04	2021					
	2019	76%	67%	9%	64%	12%
Cohort Comparison		-68%				
05	2021					
	2019	47%	64%	-17%	60%	-13%
Cohort Comparison		-76%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	27%	49%	-22%	53%	-26%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

I-Ready Diagnostic Reading K-5

I-Ready Diagnostic Mathematics K-5

Cadre 8 Quizzes and or Assessments Grades 3-5

Science Quizzes - Grade 5

Writing Prompts Essays

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	25	19	26
	Economically Disadvantaged	24	18	20
	Students With Disabilities	0.0	0.0	4
	English Language Learners	1	1	1
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	20	14	29
	Economically Disadvantaged	18	12	25
	Students With Disabilities	1	1	4
	English Language Learners	1	0.0	1
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	20	32	37
	Economically Disadvantaged	18	49	34
	Students With Disabilities	1	3	2
	English Language Learners	0	1	1
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	14	15	32
	Economically Disadvantaged	13	14	29
	Students With Disabilities	0.0	1	3
	English Language Learners	0.0	0.0	1

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	31	37	52
	Economically Disadvantaged	1	33	46
	Students With Disabilities	1	2	3
	English Language Learners	2	4	3
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	13	20	29
	Economically Disadvantaged	11	17	25
	Students With Disabilities	0	2	1
	English Language Learners	1	2	3
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	20	29	30
	Economically Disadvantaged	19.8	25.6	28.7
	Students With Disabilities	11.8	17.6	31.3
	English Language Learners	10	9.1	36.4
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	22	33	43
	Economically Disadvantaged	17	27	36
	Students With Disabilities	2	4	5
	English Language Learners	2	2	3

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	19	22	28
	Economically Disadvantaged	17	20	24
	Students With Disabilities	1	2	2
	English Language Learners	2	2	2
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	16	37	48
	Economically Disadvantaged	12	32	40
	Students With Disabilities	1	3	4
	English Language Learners	1	4	4
	Number/% Proficiency	Fall	Winter	Spring
Science	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	35			33							
ELL	28	45		42	73		64				
BLK	23	36	31	41	55	36	41				
HSP	53			53							
FRL	26	43	29	39	58	36	43				
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	11	37	50	32	43	47	7				
ELL	42	59		65	66		33				
BLK	27	39	45	62	57	50	22				
HSP	57	69		65	69		70				
FRL	29	40	49	63	58	50	25				

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	17	42	33	31	52	40	20				
ELL	50	56		83	88						
BLK	36	45	40	64	66	63	21				
HSP	56	69		83	100						
FRL	36	45	42	65	67	59	23				

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	42
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	55
Total Points Earned for the Federal Index	336
Total Components for the Federal Index	8
Percent Tested	82%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
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	51
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	40
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	53
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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 emerge across grade levels and subgroups in core content areas display a need to build literacy in the primary grades
 focus in continuing to build the math domain in primary through intermediate grade levels
 Strong focus is given in special education providing a strong academic curricula to build the foundation piece so that students can make learning gains.

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

Greatest need for improvement is in literacy
 Teachers are obtaining training via morning trainings being done within the school

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 are trainings for teachers
 Supporting teachers in the understanding of the data
 Supporting teachers to obtain the curricula needed for their students academic needs

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

Science was the subject area that the students did well
 Most improvement shown
 Teachers worked with a science focused calendar
 Hands on material and access to science curricula

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

Contributing factors to the improvement is commitment by teachers
 Monitoring student progress and looking at the data
 Direct instruction
 Training of teachers in LLI and new reading series
 Obtaining access to resources on-line provided by reading and math coaches
 Training teachers in mathematics strategies

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

The strategies that will be implemented is direct instruction. Continuous monitoring of scholars reading and math scores so that teachers are able to intervene and support instruction for their students.
 Teachers will be able to differentiate instruction based on student scores. Math and reading coaches will provide the resources and curricula that is needed to accelerate learning and enrichment activities for students in all grade levels.
 Supporting teachers by dissecting the data - Looking at the data in math and reading and providing curricula support
 Providing tutorial for students

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 contributing factors and strategies that have been identified to accelerate learning at the school for our scholars is that teachers will be trained in I-Ready Reading and Math. Many more teachers have been trained in LLI and the new intervention program in Reading Horizons. Students getting support from ESSR teacher in grades 3-5 for math and literacy.

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

The administration and the literacy and math coaches will continue to support the teachers with discussions in academic programming for students that is supported and backed by research to continue to promote learning gains and students working on or above grade level. ESE personnel supporting the ESE population by providing curricula that builds foundational skill sets in reading and mathematics per student's individualized goals.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Students have significant ELA academic deficits due to the Covid-19 Pandemic. To address the needs of students DPE will work to improve teachers' instructional practices (in ELA) to positively impact student achievement. Instructional Leadership Team will assist teachers in analyzing literacy data, to effectively use available resources to meet the diverse needs of all students.

Measurable Outcome: Based on the 2020-2021 FSA, 27% of students in Grades 3-5 were proficient in ELA. By May of 2022, 50% of students in Grades 3-5 will be proficient on the FSA in ELA

Monitoring: This area of focus will be monitored by Administrators and the Literacy Coach utilizing data from iReady, Monthly Cadre Assessments in Grades 3-5.

Person responsible for monitoring outcome: Marchard Desire (marchard.desire@browardschools.com)

Evidence-based Strategy: Teachers will be provided with Professional Development to assist them in small group instruction, developing Literacy Centers, and utilizing ELA resources

Rationale for Evidence-based Strategy: Teachers need additional assistance to effectively implement strategies to assist struggling students.

Action Steps to Implement

Teachers will be provided with monthly Professional Development to enhance their Instructional Practices in Reading

Person Responsible Marchard Desire (marchard.desire@browardschools.com)

Weekly walkthroughs will occur to monitor instruction during the Literacy Block.

Person Responsible Jocelyn Reid (jocelyn.reid@browardschools.com)

Data from weekly checkpoints, Cadre Assessments, and the iReady Program will be analyzed to determine student progress.

Person Responsible Jocelyn Reid (jocelyn.reid@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.

Deerfield Park Elementary School-0391

Scored Very Low Rating in the following Sections

Scored Very Low in Violent Incidents

Scored Very Low in Property Incidents

Scored Very Low in Suspensions

Scored High in Drug/Public Order Incidents

Administration, Teachers and Security of the school will be diligent in supporting the students and instructional personnel with programming of positive social emotional learning, keeping school safety a priority, and support from the local Broward Sheriff's office. Teachers and administration will continue to teach and instruct students with key drills that students must know what to do to be safe on campus.

Promote positive cultural environments through assemblies and positive teaching in the classroom of acceptance of kindness with everyone.

Guidance Counselor provides direct support to students and families within the school and community resource support.

ESE Specialist supporting ESE population with positive verbal statements. Providing tangible rewards to students- grades 3-5 end of year pizza gathering.

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.

The guidance counselor promotes Character traits each month that the classroom teacher chooses a student that displays that positive trait.

The guidance counselor and teachers teach/instruct using curricula for positive social emotional learning. Assemblies that promote positive academic growth and social emotional learning that is rewarded with certificates or prizes.

Programming that is student centered for positive "male" role models and positive "female" role models.

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

Deerfield Park Elementary School has the distinguished honor of having the best group of teachers in the county and state that promote positive leadership to their students. They have a "zeal" for teaching and want the best for their students in their academic and social growth. The administration and leadership of the school want the best for the students at Deerfield Park Elementary School.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$35,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0391 - Deerfield Park Elementary Schl	Other	560.0	\$35,000.00
			Notes: Through SSSI (Supplemental Student Support Initiatives) we will utilize funds to provide tutorial services to students. Supplemental resources will be purchased to support literacy and assist in academic instruction.			
Total:						\$35,000.00