

Broward County Public Schools

Deerfield Beach Middle School



2021-22 Schoolwide Improvement Plan

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Deerfield Beach Middle School

701 SE 6TH AVE, Deerfield Beach, FL 33441

[no web address on file]

Demographics

Principal: Latori Fulton

Start Date for this Principal: 9/30/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
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* Asian Students Black/African American Students Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2018-19: C (49%) 2017-18: C (53%) 2016-17: C (45%)
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.

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Deerfield Beach Middle School

701 SE 6TH AVE, Deerfield Beach, FL 33441

[no web address on file]

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p>2020-21 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">68%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">89%</p>

School Grades History

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

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SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Deerfield Beach Middle School aims to develop balanced, global thinkers who respect diversity to create a better tomorrow.

Provide the school's vision statement.

Deerfield Beach Middle School is an inclusive International Baccalaureate school that meets the needs of each student.

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
Fulton, Latori	Principal	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 use of technology; and analyze and use data. The School Principal will need knowledge of current educational trends and research. Knowledge and understanding of the unique needs and characteristics of school system.
Matias, Michele	Assistant Principal	Exhibit the knowledge and practice of current educational trends, research and technology; understand the unique needs, population trends and characteristics of the students served in the school; demonstrate effective 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.
	Assistant Principal	Exhibit the knowledge and practice of current educational trends, research and technology; understand the unique needs, population trends and characteristics of the students served in the school; demonstrate effective 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.
Bennett, Erika	SAC Member	As the SAC Chair, facilitates and organizes all SAC meetings ensuring that the School Improvement Plan is discussed at all meetings and that stakeholders have a voice within the school community.

Demographic Information

Principal start date

Sunday 9/30/2018, Latori Fulton

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.*

18

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.*

56

Total number of teacher positions allocated to the school

74

Total number of students enrolled at the school

1,179

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.

6

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	0	0	0	0	0	0	381	435	414	0	0	0	0	1230
Attendance below 90 percent	0	0	0	0	0	0	65	111	95	0	0	0	0	271
One or more suspensions	0	0	0	0	0	0	35	22	27	0	0	0	0	84
Course failure in ELA	0	0	0	0	0	0	22	55	34	0	0	0	0	111
Course failure in Math	0	0	0	0	0	0	9	67	34	0	0	0	0	110
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	87	106	126	0	0	0	0	319
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	80	103	143	0	0	0	0	326
Number of students with a substantial reading deficiency	0	0	0	0	0	0	186	243	254	0	0	0	0	683

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	141	194	199	0	0	0	0	534

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	0
Students retained two or more times	0	0	0	0	0	0	1	8	8	0	0	0	0	17

Date this data was collected or last updated

Friday 10/15/2021

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	377	416	399	0	0	0	0	1192
Attendance below 90 percent	0	0	0	0	0	0	68	77	63	0	0	0	0	208
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	43	64	33	0	0	0	0	140
Course failure in Math	0	0	0	0	0	0	61	95	120	0	0	0	0	276
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	87	104	120	0	0	0	0	311
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	78	98	141	0	0	0	0	317

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	60	75	70	0	0	0	0	205

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

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	377	416	399	0	0	0	0	1192
Attendance below 90 percent	0	0	0	0	0	0	68	77	63	0	0	0	0	208
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	43	64	33	0	0	0	0	140
Course failure in Math	0	0	0	0	0	0	61	95	120	0	0	0	0	276
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	87	104	120	0	0	0	0	311
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	78	98	141	0	0	0	0	317

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	60	75	70	0	0	0	0	205

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

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				43%	57%	54%	41%	57%	53%
ELA Learning Gains				54%	57%	54%	52%	57%	54%
ELA Lowest 25th Percentile				39%	48%	47%	44%	50%	47%
Math Achievement				44%	60%	58%	44%	60%	58%
Math Learning Gains				47%	58%	57%	57%	59%	57%
Math Lowest 25th Percentile				40%	49%	51%	46%	50%	51%
Science Achievement				42%	49%	51%	40%	52%	52%
Social Studies Achievement				53%	71%	72%	62%	72%	72%

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
06	2021					
	2019	38%	57%	-19%	54%	-16%
Cohort Comparison						
07	2021					
	2019	37%	55%	-18%	52%	-15%
Cohort Comparison		-38%				
08	2021					
	2019	44%	59%	-15%	56%	-12%
Cohort Comparison		-37%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	39%	58%	-19%	55%	-16%
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2021					
	2019	37%	53%	-16%	54%	-17%
Cohort Comparison		-39%				
08	2021					
	2019	20%	45%	-25%	46%	-26%
Cohort Comparison		-37%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	13%	43%	-30%	48%	-35%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	91%	67%	24%	67%	24%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	49%	71%	-22%	71%	-22%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	89%	61%	28%	61%	28%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	56%	44%	57%	43%

Grade Level Data Review - Progress Monitoring Assessments

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

The tools put into place to monitor students' progress during the 2020-2021 school year were iReady, Write Score and Common Formative Assessments through Broward County Secondary Learning through CANVAS courses for Science and Civics. iReady and Write Score were utilized during the Fall and Winter diagnostics to evaluate student growth and achievement for Reading and Math. The Florida State Assessment was utilized in the Spring. During the Spring Florida State Assessment 72% of the 8th grade students who took the Biology End-of-Year assessment (113) showed proficiency, 4% of the additional 8th grade students showed proficiency on the Science State Assessment, 90% of the 31 8th grade students who were assessed on the Geometry End-of-Year assessment showed proficiency, and 39% of the 79 8th grade students plus 88% of the 51 7th grade students who took the Algebra End-of-Year assessment showed proficiency. Forty-six percent of the 343 7th grade students who took the Civic End-of-Course assessment showed proficiency. Write Score is also utilized to monitor student writing goals and achievements throughout the school year. This assessment is utilized three times before the students take the writing portion of the Florida State Assessment.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	32.5	25.6	20
	Economically Disadvantaged	26.1	20.2	22.2
	Students With Disabilities	9.3	6	0
	English Language Learners	3	0	25
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	28.2	38	8.3
	Economically Disadvantaged	24.6	33.9	0
	Students With Disabilities	9.8	9.4	0
	English Language Learners	0	9.7	0

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	31.7	34.4	7.1
	Economically Disadvantaged	28.4	32.8	7.7
	Students With Disabilities	1.9	11.1	0
	English Language Learners	18.5	14.8	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	16.5	20.8	0
	Economically Disadvantaged	13.6	20.2	0
	Students With Disabilities	0	2.3	0
	English Language Learners	10.7	8.7	0
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	53.3	66	46
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	25.8	35.7	0
	Economically Disadvantaged	24.5	34.9	0
	Students With Disabilities	5.8	13	0
	English Language Learners	10.7	9.5	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	7.2	8.6	0
	Economically Disadvantaged	8.2	6.7	0
	Students With Disabilities	0	0	0
	English Language Learners	0	10	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	N/A	N/A	4
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring

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	14	25	18	14	18	19	9	16			
ELL	27	33	27	20	15	17	11	41	26		
ASN	94	47		88	50						
BLK	32	31	22	23	13	16	26	41	57		
HSP	39	35	25	31	19	22	20	52	52		
MUL	35	22		33	11						
WHT	66	50	41	59	21	12	55	68	85		
FRL	35	32	23	27	15	16	27	45	59		
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	23	46	40	22	40	37	25	33			
ELL	27	50	42	33	46	38	22	46	73		

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
ASN	96	77		100	92		92		100		
BLK	37	49	35	36	40	37	37	46	77		
HSP	40	55	51	46	50	40	33	53	70		
MUL	56	68		50	36						
WHT	69	70	33	70	71	71	75	74	94		
FRL	39	52	40	40	45	40	38	50	76		

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	21	41	37	21	45	43	21	39			
ELL	14	38	42	22	49	49	3	33			
ASN	100	88		100	96			100	100		
BLK	31	46	42	33	50	43	26	59	83		
HSP	40	53	46	44	57	49	48	55	78		
MUL	67	61		79	89						
WHT	69	71	53	74	74	60	69	82	95		
FRL	36	49	43	39	54	44	32	59	80		

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	33
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	29
Total Points Earned for the Federal Index	334
Total Components for the Federal Index	10
Percent Tested	88%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	17
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	25
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	70
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	29
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	33
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	25
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	51
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	32
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 Data component form showed that the lowest performance was the ESSA Category of SWD (Student with Disabilities). This data matches the monitoring data for the 2020-2021 school year. Students with disabilities showed the least progress within subgroups. Data from the Statewide Science Assessment showed that 4% of the 8th grade students were proficient in tested standards for science which is a decrease from 13% in the 2019 school year. Eighth grade students taking the Math FSA are showing a decrease in proficiency based on the 2019 FSA (20%), Progress Monitoring throughout the 2020-2021 school year and the 2021 FSA (7%). There was also a decrease in 6th grade math (2019 39%, 2021 28%) and 7th grade math (2019 37%, 2021 29%) based on the Florida State Assessments given in 2019 and 2021. Based on the Reading FSA the percent of students proficient on the 2019 and 2021 FSA were relatively equal (6th grade 2019 38%, 2021 increase 40%), (7th grade 2019 37%, 2021 37%) and (8th grade 2019 44%, 2021 decrease 37%). There is a trend of decreasing proficiency found within the 8th grade for Math and Reading.

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

The greatest need for improvement is found within our Students with Disabilities, 8th grade students showing proficiency in Science, Reading and 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?

Not all students participated in the progress monitoring plan for the 2020-2021 school year. The majority of the students elected to e-learn from home and consistent motivation to complete the iReady checkpoints, Common Formative Assessments and Write Score were implemented into the classrooms. Not all students elected to take the 2021 Florida State Assessment. Professional Learning Communities for teachers are centered around curriculum, assessment, remediation and enrichment. Teachers are sharing best practices and discussing data from common formative assessments. Teachers are sharing and reviewing iReady data with students to empower students with the knowledge they need to achieve success. Secondary Learning Department assistance is being utilized to better developed and assist teachers towards reaching student achievement in science, Civics and math. ESSR teachers are co-teaching in specific classrooms (Language Arts and Math), tutoring is being offered after school, ASK BRIA (Broward Initiative, free tutoring/homework afterschool) is available to students, Coaches are pushing into and pulling out of classes to work with students, English Language Learners (ELL) Facilitators are pushing into classrooms to better assist ELL students and teachers, the Collaborative Problem Solving Team is monitoring the Response to Intervention for students academically and behaviorally, a Positive Behavior Plan is being implemented to reduce discipline infractions inside and outside the classroom, Social Emotional

Learning is being incorporated into classes, and Extended Learning Opportunities will be offered to students.

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

Based on progress monitoring students with an economically disadvantaged showed the most improvement throughout 6th, 7th and 8th grade in Language Arts and 6th and 7th grade in Math. This can be seen within the 2019 and 2021 FSA data. Students on Free and reduced lunch are a large population of the school (6th grade 269), (7th grade 334), (8th grade 316). As previously stated based on the Reading FSA the percent of students proficient on the 2019 and 2021 FSA were relatively equal (6th grade 2019 38%, 2021 increase 40%), (7th grade 2019 37%, 2021 37%) and (8th grade 2019 44%, 2021 decrease 37%).

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

Teachers collaborated together during Professional Learning Communities. Teachers evaluated data and shared best practices. Teachers in the Language Arts department shared best practices that were both beneficial to students on campus and e-learners to better monitor progress. Teachers within the grade levels worked on the same lessons to have common assessments. The Reading coach collaborated with both the Language Arts teachers and Reading teachers sharing best practices while monitoring iReady data. The Collaborative Problem Solving Team monitored students and communicated the Tier strategies to reading teachers for each student on a Tier 2 or Tier 3 intervention. Intervention strategies for each student were uploaded into TEAMS through a TEAMS course and each student had their own TEAMS folder with strategies they could access for additional support along with support given by the teacher in the classroom to help aide students on and off campus. Students had extended learning opportunities through TEAMS to gain extra support in reading and math. The Write Score Assessment was given three times before the Florida State Assessment. Teachers reviewed the Write Score data with students so they knew their strengths and areas for improvement.

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

The continued strategy of School Coaches pushing into and pulling out students from classrooms will need to be implemented in order to accelerate learning. Learning stations and small teacher led groups being implemented in the classrooms. Common Formative Assessments and Pre-test given to identify students who have reached mastery and can move on within a standard. Sharing best practices and common formative assessment data to better reach student achievement. Extended learning opportunities for students and Professional Learning Development for teachers.

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.

Professional Development focused on the Florida Best Standards training and the Seasons of Learning provided by the Secondary Learning Department. The Secondary Learning Department Instructional Specialists work at the school within each department to support student achievement and best practices for the teachers. Teachers are given support and training in regards to CANVAS to help student personalize their individual instruction (example, students with individual education plans, algebra nation, and geometry nation). Teachers are also receiving Professional Development for iReady to monitor student progress and develop individual learning pathways for student growth in reading and math.

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

The additional services that will be implemented to ensure sustainability of improvement is consistent communication with reading and math teachers as it involves students pertaining to Response to Intervention for Tier 2 and Tier 3 interventions. A CANVAS course will be utilized similarly to the TEAMS course created in the 2020-2021 school year at Deerfield Beach Middle School. This CANVAS course will ensure strategies are being implemented for students being monitored by the Collaborative Problem Solving Team. The goal is to close achievement gaps for these individual students or ensure they receive an individual education plan with goals and accommodations for success. iReady will continue to be utilized to monitor all student growth within their pathway and grade level standards for remediation or grade level appropriate enrichment. Mastery Connect is being used to measure common formative assessment in Science, Math and Civics. Secondary Learning assessments in CANVAS will continue to be used in Science and Civics. ESSR teachers have been infused into the school culture to aide in the support of Language Arts and Math. ESSR teachers co-teach with other teachers within Language Arts and Math ensure best practice are being utilized within the classroom.

Part III: Planning for Improvement**Areas of Focus:**

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: The Federal Index for our Students with Disabilities was at 33% for the 18/19 school year. Our DBMS Students With Disabilities Subgroup was below 41% in the 18/19 school year.

Measurable Outcome: By June of 2022, Students With Disabilities (SWD) will be at a rate at or above 41% FPPI.

Monitoring: Students will be monitored through their growth pathways, grade level standard lessons, diagnostics through iReady in Math and Reading. ESE grade level Instructional Support will aide in the monitoring of ESE students within there caseload. Teachers will provide the necessary accommodation as it pertaining to individual education plans for each student to ensure the achievement gap is decreased and students are showing an improvement in growth and learning gains as it pertains to grade level standards.

Person responsible for monitoring outcome: Erika Bennett (erika.bennett@browardschools.com)

Evidence-based Strategy: DBMS currently uses iReady to monitor student progress in Reading/English Language Arts (ELA) and Mathematics along with teacher created assessment.

Rationale for Evidence-based Strategy: iReady Online Instruction supports the monitoring between diagnostics when our students are engaged with this supplemental instructional resource. iReady is utilized as a tool that supports our in class teaching and it provides targeted instruction to our student's strengths and needs. iReady also provides our coaches, teachers and administration with real-time data and insights into student learning. Based on our SWD students' Diagnostic performance in Reading/ELA and Mathematics, our students are automatically placed into their personalized lesson paths.

Action Steps to Implement

SWD Students will receive remediation via small instructional groups in the core content area classrooms of Reading/ELA. SWD students will receive small group instruction in the core content area classrooms of mathematics. Student will receive Reading/ELA remediation via web based iReady. Students will receive Mathematics Remediation via web based iReady.

Person Responsible Michele Matias (michele.matias@browardschools.com)

#2. Instructional Practice specifically relating to Math

Area of Focus

Description and Rationale: A critical need from data review is pertaining to Math amongst 8th grade students.

Measurable Outcome:

On the 2021 FSA 7% of 8th grade students who took the assessment showed proficiency. On the 2019 FSA, 8th grade students showed 20% proficiency for math. On the 2022 FSA DBMS' goal is for 8th grade students to show 30% proficiency.

Monitoring:

The lowest 30% percentile students will be pulled out of electives for small group instruction with the math coach. iReady will be utilized for monitoring student growth pathways and grade level standard lessons. Eighth grade math teachers will collaborate, share data and best practice through Professional Learning Communities. Secondary Learning Instructional Specialist in the area of Math will provide us with station activities and math strategies for student success. Extended opportunities will be provided in math.

Person responsible for monitoring outcome:

Michele Matias (michele.matias@browardschools.com)

Evidence-based Strategy:

Students are uniquely placed into Math courses based on individual needs. Each course is designed to ensure students at different academic levels are being taught grade level standards through appropriate learning strategies. Teachers also collect data as RtI is implemented for students along with the iReady progress monitoring tool, which is discussed during Collaborative Problem Solving Team meetings. DBMS currently uses iReady to monitor student progress in Mathematics along with teacher created assessments.

Rationale for Evidence-based Strategy:

iReady Online Instruction supports the monitoring between diagnostics when our students are engaged with this supplemental instructional resource. iReady is utilized as a tool that supports our in class teaching and it provides targeted instruction to our students' strengths and needs. iReady also provides our coaches, teachers and administration with real-time data and insights into student learning. Based on all our students' diagnostic performance in Math, our students are automatically placed into the personalized lesson paths. Mastery Connect will be used for common formative assessment and data will be discussed during Professional Learning Communities and Teacher Leader Meetings.

Action Steps to Implement

1. Coaches and teachers meet weekly for Mathematics Professional Learning Communities to monitor student data and share practices.
2. Teachers will create standards based Math Common formative Assessments.
3. Students will take a Fall and Winter diagnostic on iReady to show progress in key standards.
4. Students will utilize iReady pathways to show individual growth and areas of remediation.
5. ESSR teachers are co-teaching within the classroom.
6. Math coach conduction pullouts during elective classes for lowest 30% tile in math.
7. Tutoring and Extended Opportunities focused on math standards.
8. CPST monitoring interventions in place for students receiving Tier 2 and Tier 3 strategies for math.

Person Responsible

Michele Matias (michele.matias@browardschools.com)

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: The Statewide Science Assessment scores had the greatest gap when compared to the state average.

Measurable Outcome: Based on the Needs Assessment/Analysis in Part II section B, 13% of our 8th grade students that took the 2019 and 4% of our 8th grade students that took the 2021 Statewide Science Assessment were proficient as compared to the state average of 48%. For the 2022 SSA, goal the school plans to achieve 30% proficiency for the Statewide Science Assessment.

Monitoring: Teachers will be utilizing Mastery Connect for Common Formative Assessment and Mid-Year Assessment to evaluate key science standards for remediation.

Person responsible for monitoring outcome: Michele Matias (michele.matias@browardschools.com)

Evidence-based Strategy: Build deep conceptual understanding by utilizing inquiry-based approach to learning that has been validated by extensive research as a highly effective way to build conceptual understanding.

Rationale for Evidence-based Strategy: NSTA recommend a strong emphasis on middle level science education. Science concepts must be presented in an age-appropriate, engaging way so students can build on their prior knowledge and attain the necessary background to participate successfully and responsibly in our highly scientific and technological society. The middle school years are a pivotal time in their understanding of and enthusiasm for science.

Action Steps to Implement

1. Coaches and teachers meet weekly for science Professional Learning Communities to share best practices.
2. Teachers will create standards based Science Common Formative Assessments.
3. Inquiry based computer interactive science simulations will be utilized.
4. Engage students in laboratory investigations.
5. Incorporation of independent and cooperative group learning experiences during the study of science, and encourage informal learning experiences to support the curriculum.

Person Responsible Michele Matias (michele.matias@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.

During the 2019-2020 school year Deerfield Beach Middle School reported 8.9 incidents per 100 students. As compared to the state average Deerfield Beach Middle School falls into the high category with the state average at 4.2 per 100 students. Suspension data shows that Statewide had 273/553, Broward County had 28/69, and Deerfield Beach Middle School had 15.5/184 suspensions per 100 students reported.

Based on data from the 2020-2021 school year the primary areas of concern is disobedience/ insubordination and unruly/disruptive behavior with 33 incidents. Secondary areas of concern focus on defiance of authority 25 incidents, fighting (medium) 24 incidents and skipping class 20 incidents. The primary location that is an area of concern outside of classrooms are the hallways with 68 incidents.

The Positive Behavior Intervention and Support (PBIS) Team monitor behavioral incidents in the Behavioral and Academic Support Information System (BASIS). Students receiving multiple discipline referrals and suspensions are reported to the Collaborate Problem Solving Team (CPST) for Response to Intervention (Rtl). Tier 2 and 3 students are monitored by the CPS Team and teachers to ensure students are receiving the proper interventions necessary for growth promoting positive behavior. Goals are created by the team, teacher, and students, which is monitored over a span of time up to nine weeks. BASIS, in addition to Soft Data Sources are utilized to collect current data on all of our students.

The Parent/Teacher/Student Association along with Administration and PBIS monitor the Positive Incentive Plan on campus. Students receive IB Learner Attribute tickets from stakeholders on campus when they exhibit positive behavior aligned with IB Learner Profiles (Caring, Open-Minded, Communicator, Knowledgeable, Principled, Inquirers, Thinker, Balanced, Risk-Takers, and Reflective). Students turn in their tickets daily for a weekly drawing for up to 10 students per grade level to receive a prize for demonstrating positive behavior on campus. Prizes are distributed in the cafeteria during lunch time. Teachers who distribute the tickets also receive a prize for participating in the schoolwide positive behavior plan initiative.

Social and Emotional Learning (SEL) lessons focused on the 5 SEL competencies (Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making) are distributed to teachers by the SEL Committee and implemented into the classrooms by teachers focusing on 1 competency per quarter (2 competencies in the 1st quarter). Ten minutes of mindfulness is implemented schoolwide during daily morning announcements.

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.

Monthly and quarterly student, parent and community forum events are planned and hosted for our parents. During which time,, our school shares resources that are aligned with our vision and mission goals and bringing high quality resources to our parents.

Deerfield Beach Middle School's (DBMS) social and Emotional Learning (SEL) approach is holistic, looking at the whole child (academically, personally, and socially). Our school-wide initiative and mission is for all staff and parents to have the knowledge and communication of resources available at school and/or in the community to meet individual students needs, as well as their families when applicable. DBMS SEL committee works collaboratively to inform our staff, parents, and families to acknowledge and know their rights to resources and assistance for help with advocacy academically and mental health alike.

DBMS is an International Baccalaureate (IB) school that embraces and teaches the philosophy of IB Profile Learner Attributes to all DBMS students (Inquires, Knowledgeable, Thinkers, Communicators, Open-Minded, Caring, Risk-Takers, Balanced, and Reflective) to ensure a positive school culture on campus. School Counseling, Family Counselor, and a School Social Worker are available to students/parents through referral process.

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

Social and Emotional Learning (SEL Committee) Lessons focused on 5 SEL Competencies, 10 Minutes of Mindfulness and SEL for teachers: Michele Matias, Ruchelle Lane, Juanita Kearse-Creech and DBMS PTSA.

School Wide Positive Behavior Plan IB Learner Profile Tickets, Jr. Bucks (7th Grade Lunch), Social and Emotional Learning, Discipline Strategies in the classroom, and monitoring School Referrals for CPST: PBIS Committee members-Michele Matias, Richelle Fearon.

Teacher Leaders Facilitate Professional Learning Communities, engage in school-wide data, provide Professional Development to teachers/staff, provide support to teachers within their departments and provide parent information sessions throughout the school year: Latori Fulton, Michele Matias, Leslie Pickett, Ruchelle Lane, Shamika Hoskins, MJ Caputo, Richelle Fearon, Derwin Moore, Suzy Pinnell, Nicole Brown, Brigitte Collins, Marcia Werle, Erika Bennett, Raphine Rachels, and Reggie Nixon.

Administration develop a school culture that is inviting, supportive and educational for all stakeholders: Latori Fulton, Michele Matias, Leslie Pickett.

Parent/Teacher/Student Association is supportive of initiatives throughout the school and helps in promoting a positive culture and environment throughout campus. Supports schoolwide initiatives such as prizes for students who receive IB Learner Profile Tickets for showing positive behavioral attributes and working with partners to supply goods for the quarterly Staff Appreciation Caring Carts.

School Advisory Counselor creates an environment that is welcoming for all stakeholders to meet and discuss the needs of the school as well as review/discuss the School Improvement Plan: Michele Matias, Erika Bennett, Richelle Fearon.

Equity plan is put into place to ensure that the school environment is equitable for all stakeholders and promotes a positive school culture: Rhoda Scott.

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$400.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0911 - Deerfield Beach Middle School	School Improvement Funds		\$400.00
2	III.A.	Areas of Focus: Instructional Practice: Math				\$400.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0911 - Deerfield Beach Middle School	Title, I Part A		\$400.00
3	III.A.	Areas of Focus: Instructional Practice: Science				\$400.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0911 - Deerfield Beach Middle School	Title, I Part A		\$400.00
Total:						\$1,200.00