

Broward County Public Schools

Deerfield Beach High School



2022-23 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	16
Positive Culture & Environment	0
Budget to Support Goals	0

Deerfield Beach High School

910 SW 15TH ST, Deerfield Beach, FL 33441

[no web address on file]

Demographics

Principal: Jon Marlow

Start Date for this Principal: 7/1/2007

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	95%
2021-22 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	2021-22: C (51%) 2018-19: C (51%) 2017-18: C (53%)
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	ATSI
* 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	16
Title I Requirements	0
Budget to Support Goals	0

Deerfield Beach High School

910 SW 15TH ST, Deerfield Beach, FL 33441

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	95%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	87%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

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<https://www.floridacims.org>.

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Deerfield Beach High School is to promote academic excellence in a positive, safe environment that is conducive to our students' social, emotional and personal growth.

Provide the school's vision statement.

We, the administration, faculty and staff believe that educating students involves teaching them how to learn, as well as applying what they have learned in their daily living. Our challenging and rigorous curriculum warrant our students to think critically and develop learning skills that will equip them to become competent, responsible and productive citizens. With a multi-faceted population, Deerfield Beach High School encapsulates a collaborative learning community that offers multiple specialized programs, extended learning activities and enrichment opportunities for its diverse student body. We believe that education must address the "whole person"; the social, intellectual and physical needs cannot be separated.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Marlow, Jon	Principal	<p>As the educational leader of Deerfield Beach High School for more than a decade, Mr. Marlow has acquired a reputation that precedes itself in notable ways. While overseeing the operations of the school, he supervises five Assistant Principals, 101 Instructional and 70 Non-instructional employees. In addition, he implements and adheres to federal and state laws, State Board Statutes and Mandates, School Board Policies and the Professional Code of Ethics. The principal is responsible for student and school achievement, which are based on learning goals, student performance and the outcome of learning gains on statewide and standardized tests. His duties include: preparing and maintaining the school's budget, monitoring and evaluating employees' performance, certification/eligibility, interviewing and hiring new personnel, addressing critical areas that need improvement and meeting with parents and community stakeholders. He initiates business partnerships that assist with teaching, new resources and programs for students. The principal also facilitates the cleanliness of the school and improvises a safety plan with local law enforcement, School Resource Officers and the School Investigative Unit that ensures the safety and security of the school body during an emergency or crisis situation. Overall, he organizes school events/activities to boost student morale, and he orchestrates faculty and staff social gatherings and events to demonstrate recognition and appreciation of performance and support.</p>
Delance, Miderland	Assistant Principal	<p>The Assistant Principal is responsible for facilitating, closely monitoring and evaluating the progress of teachers students and data in the following departments: Science, School Counseling and ESOL. Other duties assigned to the AP includes: projecting the budget, supervising the master schedule and ensuring that curriculum is aligned with state and district standards. In addition, the AP is responsible for organizing Team Leader Meetings and Department Head Elections, attending SAC/SAF Meetings, preparing the Exam Exemption Waivers as well as Mid-term and Final Exam Schedules. Additional duties include: overseeing completion of: interim reports, report cards, Industry Certification, District and State Reports and departmental and textbook orders, processing TDAs and maintaining the following academic/school plans: Boundaries, Perkins Grant, Science Plan, School Counseling Plan, ESOL Plan and College Readiness Scores.</p>
Roberson, Keith	Assistant Principal	<p>The Assistant Principal is responsible for facilitating, closely monitoring and evaluating the progress of teachers students and data in the following departments: Social Studies, Foreign Languages, Security and Facility Service Staff. Other duties assigned to the AP include: addressing discipline for students G-N, facilitating transportation, updating/maintaining inventory records, supervising custodial staff, completion of facility work orders, organizing and announcing safety/emergency procedures and drills, distributing keys, parking decals and lockers. The AP is responsible for student IDs, keeping accurate records of retention, as well as overseeing the cafeteria/pool, clinic/medications. In addition, the AP serves as an Investigation Designee, Safety and Security Designee, and he is the Anti-Bullying Prevention Liaison. Lastly, the AP manages the following school initiatives: Critical Incidence, 21st Century Grant,</p>

Name	Position Title	Job Duties and Responsibilities
		RISE (Internal Suspension Program), Social Studies Plan, SMART Bond, American History Scores Plan.
Smith, Gwen	Assistant Principal	The Assistant Principal is responsible for facilitating, closely monitoring and evaluating the progress of teachers students and data in the following departments: Business, Art, Drama, PE, Culinary and HOSA. She addresses and maintains discipline for all 9th grade students. Other duties assigned to the AP includes: establishing the 9th Grade Plan, maintaining accurate records of RTI/Child Study, updating the RTI Database and Plan, overseeing the Discipline Committee and the Discipline Plan, keeping record of detentions and daily schedules, tracking Free and Reduced Lunch applicants/applications, preparing/ writing grants, organizing Black History Activities, facilitating Monthly Celebrations and steering the newsletter and Bucks Bulletin. In addition, the AP manages the following initiatives: PIO Programs and Responsibilities, School Marketing, CWT Meetings, Student Insurance, Accident Reports, Code of Conduct, Emergency Cards, Teachers' Online Handbooks, Opening Week and First Day Procedures, EEO Liaison/Sexual Health Initiative Grant, Media Center, Open House, NESS, Investing in Women of the Future and Women of Tomorrow Mentor and Scholarship Organization.
Deese, Chelsie	Assistant Principal	The Assistant Principal is responsible for facilitating, closely monitoring and evaluating the progress of teachers students and data in the following departments: Math, ESE, Clerical Staff and Testing. She addresses and maintains discipline for all 10th through 12th grade students, with last names O - Z. Other duties assigned to the AP includes: creating the ESE Plan, collaborating with the Testing Coordinator, supervising Clerical Staff and Student Affairs, devising an AP duty roster for the following events: Staff Appreciation, Homecoming, Grad Bash, Prom, assemblies, pep rallies, Student Activities and Multi-cultural Activities. The AP is also responsible for monitoring and approving the testing schedule, special events, field trips, guest speakers and daily announcements/marquee. In addition, the AP manages the master calendar, contracts, bids, leases and Sponsor's Handbook.
Williams, Arnita	Assistant Principal	Departments/Evaluations: ELA and Reading ,Literacy Coach Other Duties: RACC Plan,Writing Scores ,Reading Lower Quartile,Saturday School/ After-school Tutoring / ELO,Literacy Team,SMART Projects,NESS New,Teacher orientation and Grants

Demographic Information

Principal start date

Sunday 7/1/2007, Jon Marlow

Number of teachers with a 2022 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 2022 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.*

12

Total number of teacher positions allocated to the school

101

Total number of students enrolled at the school

2,254

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

7

Identify the number of instructional staff who joined the school during the 2022-23 school year.

8

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	0	0	0	676	601	644	526	2447
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	311	291	348	317	1267
One or more suspensions	0	0	0	0	0	0	0	0	0	143	78	56	37	314
Course failure in ELA	0	0	0	0	0	0	0	0	0	131	153	119	38	441
Course failure in Math	0	0	0	0	0	0	0	0	0	190	166	130	59	545
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	230	190	135	79	634
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	318	233	80	24	655
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	37	14	9	0	60

Using the table above, complete the table below with the number of students by current grade level who have 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	354	250	211	131	946

Using current year data, complete the table below with the number of students identified as being "retained.":

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	28	28
Students retained two or more times	0	0	0	0	0	0	0	0	0	16	1	3	5	25

Date this data was collected or last updated

Thursday 9/1/2022

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	632	563	611	515	2321
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	181	173	169	131	654
One or more suspensions	0	0	0	0	0	0	0	0	0	23	9	6	5	43
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	39	60	46	48	193
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	40	162	170	0	372
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	154	115	0	0	269

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	109	96	103	1	309

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	96	47	35	68	246
Students retained two or more times	0	0	0	0	0	0	0	0	0	19	1	4	4	28

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	632	563	611	515	2321
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	181	173	169	131	654
One or more suspensions	0	0	0	0	0	0	0	0	0	23	9	6	5	43
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	39	60	46	48	193
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	40	162	170	0	372
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	154	115	0	0	269

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	K	1	2	3	4	5	6	7	8	9	10	11	12	
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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	96	47	35	68	246
Students retained two or more times	0	0	0	0	0	0	0	0	0	19	1	4	4	28

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	37%	52%	51%				41%	57%	56%
ELA Learning Gains	51%						44%	52%	51%
ELA Lowest 25th Percentile	44%						31%	45%	42%
Math Achievement	18%	41%	38%				32%	51%	51%
Math Learning Gains	44%						38%	44%	48%
Math Lowest 25th Percentile	53%						29%	43%	45%
Science Achievement	36%	35%	40%				54%	66%	68%
Social Studies Achievement	50%	51%	48%				59%	71%	73%

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

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	53%	67%	-14%	67%	-14%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	56%	67%	-11%	70%	-14%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	25%	61%	-36%	61%	-36%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	37%	56%	-19%	57%	-20%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	15	39	36	15	40	39	21	33		98	46
ELL	13	39	38	11	38	45	20	24		95	68
ASN	100	64						100		88	93
BLK	32	52	46	14	45	53	30	42		97	78
HSP	35	46	41	21	46	64	37	51		97	82
MUL	56	50		8						100	81
WHT	49	52	43	30	37	15	42	65		99	83
FRL	34	50	45	18	46	56	35	49		97	79
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	20	20	19	6	20	32	25	26		97	63
ELL	15	28	24	8	17	30	22	12		98	84
ASN	83	73									
BLK	30	30	22	7	13	28	22	29		98	85
HSP	39	39	25	14	19	38	34	37		99	85
MUL	50	36		15	23					100	85
WHT	59	48	14	31	16		45	54		100	90
FRL	33	31	24	11	15	31	24	35		98	84
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	18	36	34	11	26	24	30	38		90	65
ELL	17	35	28	23	37	28	36	35		85	79
ASN	95	68		75	60		85				
BLK	29	39	31	23	33	23	47	50		94	81
HSP	38	39	28	35	43	43	57	65		93	90
MUL	56	50		29				73		94	100
WHT	71	59	42	59	43		71	75		95	89
FRL	33	40	33	28	36	28	51	56		93	84

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	47
Total Points Earned for the Federal Index	555
Total Components for the Federal Index	11
Percent Tested	94%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
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%	0
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%	0
Asian Students	
Federal Index - Asian Students	89
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	48
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	52
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	59
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	50
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

ELA (9/10) combined 2019 (41), 2021 (38), 2022(37)
 Math 2019 (32), 2021 (12), 2022(18)
 ELA Learning Gains 2019 (44), 2021 (36), 2022(51)
 Math Learning Gains 2019 (38), 2021 (15), 2022(44)
 ELA Lowest 25% 2019 (31), 2021 (23), 2022(44)
 Math Lowest 25% 2019 (29), 2021 (31), 2022(53)
 Science 2019 (54), 2021 (30), 2022(36)
 Social Science 2019 (59), 2021 (35), 2022(50)

With the exception of ELA achievement, scores in all core academic content increased within the past year.

Learning gains in ELA increased by 15 points; learning gains for ELA's lowest 25% increased by 21 points.

Math Achievement increased by 6 points.

Learning gains in Math increased by 29 points; learning gains for Math's lowest 25% increased by 22 points. Learning gains in Science increased by 6 points.

Learning gains in Social Studies increased by 15 points.

Subgroup data from 2021 to 2022

SWD, ELA Achievement decreased from 20 to 15. Science decreased from 25 to 21

ELL, ELA Achievement decreased from 15 to 13 and Science decreased from 22 to 20

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on the 2023 state assessments, the data components that demonstrate the greatest need for improvement are ELA, Math and Science Proficiency for all students.

Based on the 2023 state assessments, ESSA and Subgroup data, another area for improvement is with our Student with Disabilities and English Language Learners. The majority of our lowest quartile students are our English Language Learners and Students with Disabilities.

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

The effects of the global pandemic, which led to learning loss, were contributing factors that impacted our students. Many students and teachers had to re-acclimate to a new method of teaching and learning. Students who struggle with Reading often need a differentiated approach to instruction that addresses foundational skills, whether it's coupled with Math, Science or English. Often, many students need one-on-one tutoring in math to address improvement with foundational skills that prevent them from accessing higher-level skills to be successful in Algebra or Geometry.

This year we are addressing differentiation in Reading by incorporating the System 44 program for Reading fundamental skills like phonological awareness, phonics, decoding and encoding. We are using the Read 180 program for students who struggle with vocabulary and comprehension skills. We have an academic support teacher who will implement reading strategies and guided practice support with our aspiring readers through our Intensive Reading classes. In Math and Science, we will focus on acquiring the pre-requisite skills necessary to work on grade-level content and progress monitoring, through our Professional Learning Communities.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

ELA had the greatest increase in achievement; ELA learning gains increased by 15; ELA lowest 25% increased by 21. Math learning gains increased by 29; Math Learning gains for the lowest 25% increased by 22 and Social Studies increased by 15.

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

Contributing factors to this improvement involved re-engaging students in the learning process by providing diagnostic assessments to identify learning loss and pre-requisite skills needed to accelerate learning. Some of the strategies included learning centers in reading, technology integration in core academic courses and research-based instructional practices, in all courses, to engage learners in real-work application of content.

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

To accelerate learning, we will continue re-engaging students in the learning process by providing diagnostic assessments and pre-requisite skills to identify learning loss. Some of the strategies will

include: learning centers in reading, technology integration in core academic courses and research-based instructional practices, in all courses, to engage learners in real-work application of content.

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 learning will focus on instructional strategies needed to accelerate learning: student re-engagement, learning stations, increasing rigor and using technology to enhance learning.

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

The school will offer extended learning opportunities in core subjects to help students acquire the prerequisite skills needed to accelerate learning in core classes. Students will have opportunities to gain additional support after school and on Saturdays. Additional support will also be available during winter and spring breaks.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

We have failed to meet proficiency with our ESSA subgroup of English Language Learners with 40%. Our English Language Learners students are well below the District and State Averages in ELA, Math and Science Proficiency.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

As evidenced by the 2023 Mathematics and Science scores, our ELL students math scores will increase to 16% from 11% and Science will increase to 25% from 20% and our ESSA for ELL will increase from 40% to 45%.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Common assessments data, Grades, Data Chats, Check-ins from support facilitators and Classroom Walkthroughs.

Person responsible for monitoring outcome:

Miderland Delance (miderland.delance@browardschools.com)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

SLOP evidence-based strategy will be used in ELA, Math and Science classes to infuse academic language support and acquisition strategies while students are working on grade level curriculum.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

ELL students are working on language acquisition skills while working on grade level and need additional support with academic language and vocabulary strategies to help with comprehension and analysis.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Rapid Check-ins, data chats, ELL plan review, Check grades quarterly and provide academic support with a teacher assistant based on native language.

Person Responsible

Miderland Delance (miderland.delance@browardschools.com)

#2. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus
Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

We have failed to meet proficiency with our ESSA subgroup of Students with Disabilities at 38%. Our SWD students are well below the District and State Averages in ELA, Math and Science Proficiency.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

As evidenced by the 2023 Mathematics and Science scores, our SWD students' math scores will increase from 15% to 20% and Science will increase from 21% to 26%. Our ESSA for SWD will increase from 38% to 42%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Common assessments data, Grades, Data Chats, Check-ins from support facilitators and Classroom Walkthroughs.

Person responsible for monitoring outcome:

Chelsie Deese (chelsie.deese@browardschools.com)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

We will continue to use an Instructional Facilitator with a mathematics background to provide direct support to students during Study Hall. With dual certification in Mathematics and ESE, we will provide our students with extra support, in addition to other ESE strategies provided by their regular math instructor.

The Assistant Principal has a Math Background and will be able to better monitor the achievement of our SWD students. Differentiated learning through learning stations, computer-based instruction, hands-on-math and real-world problem solving will also allow equitable access to the mathematics standards and curriculum.

Students will also obtain additional support during their science class from the academic support instructor during Study Hall to address learning gaps in Biology and Environmental Science.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Our SWD students' FSA scores in Mathematics and Science are below the District and State averages. Our SWD students require differentiated instruction and additional support in order to access the curriculum and the standards. By providing the above mentioned strategies, we are confident that our SWD students will improve their ESSA rating in 2023, from 38 to 42.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The actions that will be taken to address the areas of focus are: checking students' grades quarterly, providing student feedback through data chats, contacting parents to provide additional support at home and providing students with extended learning opportunities through after school and Saturday tutoring.

Person Responsible Chelsie Deese (chelsie.deese@browardschools.com)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

At Deerfield Beach High School, we pride ourselves on promoting a positive school culture. Our healthy, cultural climate is due to strong relationship building. We build and maintain effective relationships among the staff, students, parents and the community. We have a tradition, within the community, of being a hub, a cornerstone, and an inspiration for the entire city of Deerfield Beach.

We foster relationships among our staff by providing activities and opportunities for administrators, teachers, support staff and custodians to engage with each other. Our principal, Mr. Jon Marlow, has an open-door policy and encourages input from all staff. He leads the school by setting high expectations and supporting each staff member by promoting professional learning. Mrs. Chelsie Deese, the administrator over hospitality, fosters morale by hosting events such as Staff Appreciation Day, as well as Fall and Winter Holiday luncheons. Additionally, there are opportunities for the entire staff to gather for off-site activities.

With a diverse student population, there are a plethora of clubs and activities available to meet the various needs of our students. For example, Latinos in Action, Upward-Bound, College Tour and the Gay, Straight, Alliance clubs are just a few of the clubs that are available to our students. Our teachers plan standards-based, culturally-relevant lessons that not only educate but engage. Our Equity Liaison, Mrs. Suppice, promotes monthly cultural activities and distributes resources to celebrate events like National Hispanic Heritage Month, Women's History Month, the Holocaust and Black History Month.

Monthly, we meet with our parents, business leaders and all other stakeholders at our School Advisory Council (SAC) meetings and School Advisory Forum (SAF). In addition to assisting with the School Improvement Plan, the School Advisory Council meetings provide all stakeholders with an opportunity to be informed about school affairs, to voice concerns, to offer solutions, to inquire and to make suggestions, directly to our administrative staff. We pride ourselves on our relationships within the community. We have created and maintained alliances with companies and government agencies such as the JM Family and the Deerfield Beach Chambers of Commerce. Our partnerships with local businesses have provided our staff and students with numerous donations like sanitizers, school supplies and discounts.

The 2019-2020 academic year was a challenging year for our school and the Deerfield Beach High School community. We lost three students prior to the school closure in March. In response to those tragedies and

other challenges faced by the community, we began using an unused clinic on campus as a wellness center, named by the student body as the “Beach House”. The purpose for opening this facility is to provide services to support the mental health and well-being of our students and staff members.

Services offered at the Beach House: comprehensive, confidential therapeutic service; crisis and trauma education and support groups; food and clothing bank for families in need; teen pregnancy counseling and resources; Mind Body Ambassador Association; Be Strong Resiliency Club; Hope Club; Suicide Prevention Program; music and lyrical appreciation by motivational edge; student and staff meditation Zen Room; Exceptional Student Learning and multi-tiered system of support services.

Some of the social-emotional challenges our students, along with students throughout the county, state and nation, experience/encounter are the following:

- Homelessness
- Poverty
- Transient students who don't have stability in the home or in a particular school
- Social Isolation
- Bullying
- Depression
- Co-dependence
- Relationship issues

These are just some of the mental wellness issues students face, and the Beach is designed to provide a safe and healthy emotional experience these issues. We will continue to work hard with all stakeholders to ensure the most positive, safe and culturally-accepting school climate, possible.

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

District - provide school with resources and support

Administration - create an environment that is conducive to learning

Staff - implement strategies that promote a positive culture of learning and growth

Students - engage in learning and participate in promoting a positive school culture

Parents- support school initiatives and programs to promote a positive school culture