

Broward County Public Schools

Deerfield Park Elementary School



2022-23 Schoolwide Improvement Plan

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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: 9/14/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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* Black/African American Students* Hispanic Students Economically Disadvantaged Students*
School Grades History	2021-22: C (44%) 2018-19: C (45%) 2017-18: C (49%)
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.

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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)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
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	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

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

Purpose and Outline of the SIP

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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 Programs.

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
Desire, Marchard	Reading Coach	<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. valuable ILT member that interacts in a positive manner with ILT members in leadership 8. all other duties as assigned by the Principal or designee
Bauman, Cynthia	Other	<p>Supports the principal in the vision and mission of the school.</p> <p>Supports the principal in implementing programs and curriculum within and across classrooms.</p> <p>Supports the principal in engaging in effective instruction for student achievement.</p> <p>Supports the principal with School Advisory Council meetings.</p> <p>Supports the principal in obtaining and developing key components that contribute to the School Improvement Plan</p>
Skalis, Penny	Other	<p>Supports the principal in the vision and the mission of the school</p> <p>Supports making a positive connection with families and the community of Deerfield Beach</p> <p>Supports the principal in obtaining the experts within the district to help the ESE population when needed</p> <p>Support the principal in ensuring that the ESE meetings are done in a timely fashion</p> <p>Supports the principal in programming for special education, gifted, and 504 students</p> <p>Supports the principal in completing paperwork in a timely fashion for the ESE department and school</p>

Name	Position Title	Job Duties and Responsibilities
		<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> <p>Supports the ILT team in making positive decision making</p>
Fulton, Keandra	Assistant Principal	<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 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>
Petrova, Datelina	Math Coach	<p>The Mathematics Coach will provide personalized support that is based on identified needs of individual teachers and differentiated supports that foster the 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.

Name	Position Title	Job Duties and Responsibilities
		<ol style="list-style-type: none"> 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. intricate team member on the ILT- positive interactions
Rucker, Donna	Principal	<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. 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. <p>Maintain high visibility at school and in the community.</p> <ol style="list-style-type: none"> 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

Name	Position Title	Job Duties and Responsibilities
		<p>stakeholder concerns.</p> <p>10. Demonstrate ethical and professional leadership at all times.</p>

Demographic Information

Principal start date

Wednesday 9/14/2022, Thomas Darby

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.*

4

Total number of teacher positions allocated to the school

38

Total number of students enrolled at the school

571

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

2

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

4

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	81	77	106	84	95	107	0	0	0	0	0	0	0	550
Attendance below 90 percent	50	37	40	30	42	28	0	0	0	0	0	0	0	227
One or more suspensions	1	0	0	1	8	4	0	0	0	0	0	0	0	14
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 2022 statewide FSA ELA assessment	0	0	0	35	50	35	0	0	0	0	0	0	0	120
Level 1 on 2022 statewide FSA Math assessment	0	0	0	23	24	40	0	0	0	0	0	0	0	87
Number of students with a substantial reading deficiency	3	18	21	18	24	17	0	0	0	0	0	0	0	101

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	4	10	17	28	45	36	0	0	0	0	0	0	0	140

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	1	2	9	6	3	3	0	0	0	0	0	0	0	24
Students retained two or more times	0	1	0	0	0	0	0	0	0	0	0	0	0	1

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	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	

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	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	

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	31%	58%	56%				30%	59%	57%
ELA Learning Gains	45%						41%	60%	58%
ELA Lowest 25th Percentile	29%						49%	54%	53%
Math Achievement	54%	54%	50%				63%	65%	63%
Math Learning Gains	68%						57%	66%	62%
Math Lowest 25th Percentile	54%						50%	53%	51%
Science Achievement	25%	59%	59%				26%	46%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	28%	60%	-32%	58%	-30%
Cohort Comparison		0%				
04	2022					
	2019	37%	62%	-25%	58%	-21%
Cohort Comparison		-28%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	24%	59%	-35%	56%	-32%
Cohort Comparison		-37%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	68%	65%	3%	62%	6%
Cohort Comparison		0%				
04	2022					
	2019	76%	67%	9%	64%	12%
Cohort Comparison		-68%				
05	2022					
	2019	47%	64%	-17%	60%	-13%
Cohort Comparison		-76%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	27%	49%	-22%	53%	-26%
Cohort Comparison						

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	23	44		23	57		7				
ELL	30	41		50	68						
BLK	27	41	30	50	62	50	21				
HSP	60			67							
FRL	30	45	32	55	68	52	25				

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				

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	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	30
Total Points Earned for the Federal Index	336
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	44
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
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%	0
Hispanic Students	
Federal Index - Hispanic Students	64
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	44
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?

Based on FSA data, Deerfield Park only had 31% of students that were proficient in the area of ELA on the Florida Standards Assessment. The trends that emerge across grade levels and subgroups in core content areas display a need to build literacy in the primary grades and 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 and accelerate foundational skills so that students can make learning gains.

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

The greatest need for improvement is in literacy instruction and differentiation. Instructional skills and strategies need to be strengthened to meet the unique needs of our students. Students need multiple and strategic opportunities to engage in complex text and tasks aligned with BEST standards.

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 include the need for professional development for teachers. Teachers need additional support in analyzing data. Teachers need to develop the discernment to obtain the curricula needed for their students academic needs.

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

The most improvement was shown in math learning gains with an increase from 2019-2021 of 11% from 57% to 68% of students making learning gains in math.

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

Teachers worked with the math coach to intensify instruction to close gaps. This included a focus on fluency and conceptual understanding.

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

Fidelity of tier I reading instruction will need to be an essential focus for teachers in all grade levels. Strategies to accelerate learning include direct instruction that is differentiated and scaffolded to support student growth and acceleration. In addition, we will maintain the 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 provide enrichment activities for students in all grade levels. Coaches will also support teachers by analyzing data in math and reading to provide targeted curricula support, as well as determining appropriate tutorial acceleration for students. In addition, coaches will provide professional development in new math and reading series.

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 opportunities for teachers include data analysis of new FAST assessments in order to target skill gaps and differentiate instruction for our scholars. Professional learning communities will engage in ongoing embedded professional development through cycles of collaborative inquiry with a focus on monitoring student progress and modifying instruction based on formative and summative data. Additional professional development will be provided in the continued implementation of the new reading series. Teachers will be able to obtain access to on-line resources provided by reading and math coaches. Teachers will be trained the effective classroom implementation of mathematics strategies.

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 proficiency and students working above grade level. ESE personnel will continue to support the ESE population by providing curricula that builds foundational skill sets in reading and mathematics per student's individualized goals. In addition, Deerfield Park will put processes and procedures in place to identify and prove intervention in early grade levels.

Areas of Focus

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

:

#1. Instructional Practice specifically relating to ELA**Area of Focus****Description and Rationale:**

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

Based on FSA data, Deerfield Park only had 31% of students that were proficient in the area of ELA on the Florida Standards Assessment. To address the needs of students, Deerfield Park will work to improve teachers' instructional practices (in ELA) to positively impact student achievement. The 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:**

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

Based on the 2021-22 FSA, 31% of students in grades 3-5 were proficient in ELA. By May of 2023, 50% of students in grades 3-5 will score at the proficient level on the FAST PM3 assessment.

Monitoring:

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

This area of focus will be monitored by administrators and the Literacy Coach utilizing data from FAST PM1/PM2 as well as reading series unit assessments.

Person responsible for monitoring outcome:

Marchard Desire (marchard.desire@browardschools.com)

Evidence-based Strategy:

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

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:

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

Teachers need additional assistance to effectively implement systematic, explicit instruction that consists of differentiated, targeted strategies to assist struggling students. The Florida DOE describes effective reading instruction and intervention as explicit, differentiated, targeted, and systematic.

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.

Teachers will be provided with monthly Professional Development to enhance their explicit, differentiated, targeted, and systematic instructional practices in reading. Teachers will receive training both at the district level and within the school on the literacy curriculum that the district will provide.

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

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

Person Responsible Donna Rucker (donna.rucker@browardschools.com)

Data from FAST assessments and reading series unit assessments will be analyzed to determine student progress.

Person Responsible Donna Rucker (donna.rucker@browardschools.com)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

According to I-Ready end of the year Diagnostic, only 24% of students in grades K-2 scored mid to late grade level. Based on this data, we identified the foundational skills of phonemic awareness and phonics in ELA as the critical area of focus.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

According to Florida Standards Assessment for the 2022-23 school year, only 31% of students in grades 3-5 scored a level 3 or above. Based on this data, we identified the areas of Craft & Structure and Integration of Knowledge & Key Ideas in ELA as the critical area of focus.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

By May 2023 at least 50% of K-2 students will score at the proficient level on the ELA FAST PM3 assessment.

Grades 3-5: Measureable Outcome(s)

By May 2023 at least 50% of 3-5 students will score at a level 3 or higher on the ELA FAST PM3 assessment.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Student progress in grades in K-5 will be monitored by the FAST PM1/PM2 and ongoing reading series unit assessments administered every three weeks.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Rucker, Donna, donna.rucker@browardschools.com

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Deerfield Park Elementary will utilize the Broward County Schools adopted comprehensive reading series. This program is on the state adoption list and align with both the district's K-12 Comprehensive Evidence-based Reading Plan and the BEST ELA Standards.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

The district adopted curriculum series provides an explicit, differentiated, targeted, and systematic instructional framework for reading.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step**Person Responsible for Monitoring**

Literacy leadership - Leadership team will work cohesively with teachers, district staff, community/families to promote a culture of literacy that embedded across grade levels. Resources to include Florida's Just Read programs and Literacy Week activities. Information will be shared through various communication channels including during school events such as SAC and Literacy Night with parents encouraging the New Worlds reading program which provides free books to struggling readers. School-wide reading and motivation initiative will reward student growth and achievement in reading throughout the year.

Rucker, Donna,
donna.rucker@browardschools.com

The reading coach will provide professional development for primary teachers on a bi-weekly basis for to improve instructional strategies in foundational skills and comprehension as determined by grade level progress monitoring data. In addition, the reading coach will also provide professional development for intermediate on a bi-weekly basis for to improve instructional strategies for targeted BEST standards during direct and small group instruction as determined by grade level progress monitoring data, including FAST PM1/PM2 and reading series unit assessments.

Desire, Marchard,
marchard.desire@browardschools.com

Assessment - Literacy Coach and Instructional staff will analyze data from FAST PM1 and PM2 to target student instructional needs, including scaffolding and enrichment activities and provide feedback through data chats.

Desire, Marchard,
marchard.desire@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.

The guidance counselor promotes positive character traits each month by advertising and highlighting a specific trait each month. The classroom teacher supports this by publicly recognizing a student that displays that positive trait. The guidance counselor and teachers also teach/instruct using curricula for positive social emotional learning. Students participate in assemblies that promote and reward positive academic growth and social emotional learning. Deerfield Park also sponsors 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 school culture and environment.

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 with a focus on excellence in academics and the arts. They have a "zeal" for teaching and want the best for their students in their academic and social growth. The administration, staff and families collaborate within and across a professional learning community utilizing grade-level PLCs and the SAC to provide a positive school culture and environment for the students at Deerfield Park Elementary School.