Broward County Public Schools

Deerfield Beach Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Deerfield Beach Elementary School

650 NE 1ST ST, Deerfield Beach, FL 33441

[no web address on file]

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Deerfield Beach Elementary School is committed to inspiring, connecting, and challenging all students to reach their highest potential.

Provide the school's vision statement.

At Deerfield Beach Elementary, we are committed to our students, families, and the Deerfield Beach community by inspiring, creating, and fostering lifelong, respectful learners and leaders in a warm and welcoming environment that is safe, secure, and includes multi-sensory, hands-on, and innovative approaches to meet all learners.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Gerlach, Andrew	Principal	The school principal will effectively perform the performance responsibilities using the following knowledge, skills, and abilities to: provide instructional leadership for all educational programs at the school, prepare and manage the school's budget and manage and inventory the school's assets; to read, interpret, follow and enforce the State Board Rules, Code of Ethics, School Board policies, and other state and federal laws; use effective interview techniques, coaching procedures, and evaluation procedures; enforce collective bargaining agreements; use effective public speaking skills, group dynamics, and interaction and problem solving skills; maintain a sensitivity to multicultural issues; perceive the impact of a decision on other components of the organization; communicate effectively, both orally and in writing, and through the use of technology; and analyze the use of data. The school principal will need knowledge and understanding of the unique needs and characteristics of school system.
Laplante, Aaron	Assistant Principal	1. Exercise proactive leadership in promoting the vision and mission of the Distract's Strategic Plan. 2. Utilize collaborative leadership style and quality processes to establish and monitor a school mission and goals that are aligned with the District's mission and goals through active participation of stakeholders' involvement in the school improvement process with SAC and SAF. 3. Assist in achieving expected results on the school's student learning goals. 4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula. 5. Demonstrate that student learning is a top priority through leadership actions and support a learning organization focused on school success. 6. Assist in recruiting, retaining, developing, and evaluating an effective and diverse faculty and staff. 7. Assist in establishing and coordinating procedures for student, teacher, parent and community evaluation of curriculum.
Gull, Julie	Other	The ESE Specialist Field Coach will provide personalized support based on identified needs of individual school-based ESE Specialist and differentiated supports that foster the growth and development of school-based ESE Specialists. Also, coaches will work collaboratively, build skills, analyze data, examine needs related to professional practice and engage in peer coaching with school-based ESE Specialists. The position provides consistence in services throughout the Distract to meet student needs, sustain or improve students achievement through the development of appropriate IEPs, promote a culture of learning to include all stakeholders by enhancing the performance of ESE Specialists and providing targeted coaching while building capacity for ESE Specialists.
Eversman, Emily	School Counselor	The Elementary Guidance Counselor shall establish small group counseling sessions, counsel students on personal and academic concerns and notify

Name	Position Title	Job Duties and Responsibilities
		parents as deemed necessary, provide materials and suggestions for classroom oriented guidance activities, arrange student, parent, and teacher conferences, acquaint students new to school with teachers, facilities, and programs to help them adjust to their new environment, assist in the early identification of students for proper educational placement, such as exceptional child, federal and bilingual programs, work with parent groups in the area of child growth, development, and discipline, meet with teachers to present and explain the results of various testing programs, assist teachers in effective utilization of test results, gather information form all faculty members having contact with a student being considered for referral.
Krucker, Lisa	Instructional Coach	The Reading Coach will support all K-6 staff in the implementation of the site reading plan and program. The Coach will work directly with teachers in a school providing classroom-based demonstrations, collaborative and one-on-one support, and facilitating teacher inquiry and related professional development. The Coach will focus on enhancing teachers' ability to provide instruction that builds students' sense of engagement in the ownership of learning. The Coach will also work with administrators and teachers to collect and analyze data, interpret, and use it to guide instructional decisions. Responsibilities: 1. Guide teachers to collect and analyze data and develop action plans in response to determined student needs. 2. Provide individualized, classroom-based support to implement comprehensive program. This will include modeling of best teaching practices. 3. Work with the principals within the grantee site to create a school-wide focus on goals for reading achievement. 4. Oversee the school's assessment procedure, training, data collection and collaborate with the principal to complete reports due. 5. Complete monthly status reports for the district administrators and Reading First Coordinator. 6. Participate fully in professional development opportunities and professional research and reading.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

All SIP goals are brainstormed and developed at our monthly SAC meetings. Plan goals along with specific initiatives are discussed, planned, and developed by our team.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

We will utilize multiple data points to progress monitor our progression towards our stated goals. We will utilize a combination of i-Ready and FAST data disaggregated by grade and sub-group. As we review data in leadership teams, grade level teams, and teacher data chats, we will utilize this information to drive necessary updates, adaptations, etc. to ensure continuous improvement.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	87%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL)* White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C

	2018-19: C
	2017-18: D
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	52	47	31	43	36	33	0	0	0	242
One or more suspensions	0	1	3	6	5	6	0	0	0	21
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	32	39	27	37	25	31	0	0	0	191
Level 1 on statewide Math assessment	0	23	27	28	21	33	0	0	0	132
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	27	31	44	24	17	0	0	0	143

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	20	43	37	45	30	39	0	0	0	214

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	5	3	7	0	0	0	0	0	17
Students retained two or more times	1	1	1	1	0	1	0	0	0	5

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	43	25	35	39	20	27	0	0	0	189
One or more suspensions	1	0	1	3	9	13	0	0	0	27
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	40	24	20	0	0	0	84
Level 1 on statewide Math assessment	0	0	0	50	33	39	0	0	0	122
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	10	13	31	37	27	45	0	0	0	163

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	8	11	15	43	35	43	0	0	0	155

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	8	8	10	22	13	29	0	0	0	90
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	43	25	35	39	20	27	0	0	0	189
One or more suspensions	1	0	1	3	9	13	0	0	0	27
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	40	24	20	0	0	0	84
Level 1 on statewide Math assessment	0	0	0	50	33	39	0	0	0	122
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	10	13	31	37	27	45	0	0	0	163

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	8	11	15	43	35	43	0	0	0	155

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	8	8	10	22	13	29	0	0	0	90
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	45	56	53	42	58	56	43		
ELA Learning Gains				64			43		
ELA Lowest 25th Percentile				60			50		
Math Achievement*	43	62	59	40	54	50	27		
Math Learning Gains				64			20		
Math Lowest 25th Percentile				53			21		
Science Achievement*	36	48	54	28	59	59	21		
Social Studies Achievement*					71	64			
Middle School Acceleration					60	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress	60	59	59	66			62		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	224
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	417
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	21	Yes	1	1
ELL	40	Yes	1	
AMI				
ASN				
BLK	41			
HSP	45			
MUL	27	Yes	2	2
PAC				
WHT	53			

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	41			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	42			
ELL	54			
AMI				
ASN				
BLK	43			
HSP	54			
MUL	10	Yes	1	1
PAC				
WHT	57			
FRL	49			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	45			43			36					60
SWD	17			17			5				5	53
ELL	36			39			33				5	60
AMI												
ASN												
BLK	44			37			17				5	62
HSP	44			44			40				5	58
MUL	27			27							2	

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	53			58			54				5	67
FRL	40			39			29				5	60

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	42	64	60	40	64	53	28					66
SWD	22	55	45	20	50	47	30					67
ELL	37	69	74	35	67	63	22					66
AMI												
ASN												
BLK	34	49		31	65	60	20					
HSP	44	68	59	41	65	55	32					66
MUL				10								
PAC												
WHT	51	71		60	66		33					60
FRL	35	60	57	34	63	52	24					68

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	43	43	50	27	20	21	21					62
SWD	19	37	50	17	19	17	7					40
ELL	42	62		25	30		19					62
AMI												
ASN												
BLK	32	42	55	16	13		7					
HSP	47	55		30	30		20					63
MUL												
PAC												
WHT	53	29		38	20		38					62
FRL	40	42	50	24	17	25	15					64

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	41%	56%	-15%	54%	-13%
04	2023 - Spring	56%	61%	-5%	58%	-2%
03	2023 - Spring	41%	53%	-12%	50%	-9%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	46%	62%	-16%	59%	-13%
04	2023 - Spring	53%	65%	-12%	61%	-8%
05	2023 - Spring	36%	58%	-22%	55%	-19%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	29%	46%	-17%	51%	-22%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component that showed the lowest performance was the the Multi-racial subgroup for math where only 10% of students scored at a level 3 or higher. Contributing factors to this performance was attendance and learning loss gaps created by COVID.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component that showed the greatest decline from 20-21 to 21-22 based on State information (https://edudata.fldoe.org/ReportCards/Schools.html?school=0011&district=06) was the ELL subgroup

for ELA with a decrease of 5% and the Hispanic sub-group for ELA with a decrease of 3.5%. Contributing factors included the implementation of a new reading series, continued attendance issues, and non-instructional staffing challenges where we would not fill meta-decree teacher assistant positions.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component with the greatest gap when compared to the state average is the Multi-Racial subgroup for math. The state average was 56.8% proficiency, while DBES only has 10% proficiency, which was a 46.8% gap.

Which data component showed the most improvement? What new actions did your school take in this area?

From 20-21 to 21-22 to 22-23, the Black subgroup proficiency grew 21% and the white subgroup grew 25%. We appropriated time and resources to support all math subgroups along with the adoption of a new math program. We continued to place a heavy emphasis on remediation for learning loss from COVID.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Students who were absent 10 or more days and our Level 1 in ELA statewide assessments.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1) Multi-racial math subgroup
2) ELA for ELL and Hispanic subgroups
3) Overall proficiencies in ELA and Math

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. ESSA Subgroup specifically relating to Multi-Racial

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Multi-racial subgroup for Math proficiency. We had a total of 10 students who did not meet proficiency. The 21-22 school year, we did not have any students in this category.

Students in this category performed definitively below our school and state average. These students need to continue to develop and meet the state expectations.

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

Overall, the Multi-racial students sub-group will increase proficiency levels by 15% as measured on the Math FAST assessments in May, 2024.

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

The Multi-racial students subgroup will receive push-in instruction based on deficient standards as measured by FAST assessments, Savvas unit tests, and teacher informal observations. This data will also drive our ELO curriculum, Walk to Read groupings, and our whole and small group instruction.

Person responsible for monitoring outcome:

Andrew Gerlach (dgerlach@browardschools.com)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The Multi-racial students subgroup will receive push-in instruction based on deficient standards as measured by FAST assessments, Savvas unit tests, and teacher informal observations. This data will also drive our ELO curriculum, Walk to Read groupings, and our whole and small group instruction.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

By using the first two diagnostic FAST assessments, i_ready, and Savvas data to measure student progress and deficiencies, grade levels and administration and prescribe appropriate and effective lessons to be address those areas.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Teacher will participate in data chats on a weekly rotation during their team meetings.

Person Responsible: Andrew Gerlach (dgerlach@browardschools.com)

By When: May of 2024

Coaches will check on progress monitoring with teachers on a consistent basis using i-Ready and Savvas

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

By When: Weekly until May of 2024

Teacher will provide differentiation of EnVision lessons for students, and targeted support through Savvas intervention and i-Ready.

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

By When: Daily through June of 2024

ELO Camps will be provided for lowest quartile and SWD students with a focus on data based targeted standards 10-12 weeks, 2x/week.

Person Responsible: Jessica Burns (jessica.burns@browardschools.com)

By When: By March of 2024

Group all instruction by ability and needs not ages/grade

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

By When: Daily through June of 2024

#2. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

We reviewed our data on the early warning systems page and the attendance data stood out amongst the other signs. We had 242 students across all grade levels that were absent for 10% or more days throughout the school year. The 21-22 school year, we had 189 students who were absent for 10% or more days. Attendance at school has been a challenge at Deerfield Beach Elementary School since coming back from COVID. Last year, we had almost 50% of our student body population miss 10% of the school year.

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

242 students missed 10% (18+) or more days of school last year. Based on our final attendance, report, our intended goal will be to reduce this number by 40% by the end of 2023-2024.

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

We will progress monitor attendance reports weekly, monthly, and quarterly.

Person responsible for monitoring outcome:

Andrew Gerlach (dgerlach@browardschools.com)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We will utilize our social worker, IMT/Data processor, and administration to engage our parents in multiple mediums through multiple languages. Our team will also conference with parents to discuss the "why" and create solutions to get children into school. Finally, we will build rewards for students and parents to celebrate positive attendance periodically throughout the year.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Parent engagement in the education process is key. Creating buy-in and communication will create opportunities for parents/guardians to understand and get rewarded for engagement.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Weekly meetings with Admin, IMT, and Social worker to review attendance of students. Meetings will create action steps to further support staff, students, and parents

Person Responsible: Andrew Gerlach (dgerlach@browardschools.com)

By When: Weekly until June 2024

Quarterly awards and rewards for positive student attendance for parents and students.

Person Responsible: Emily Eversman (emily.eversman@browardschools.com)

By When: End of quarter until June 2024

Utilize BTIP process for parents with students who have 10 or more unexcused absences over a quarter.

Person Responsible: Andrew Gerlach (dgerlach@browardschools.com)

By When: Ongoing through June 2024

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

School is not identified as ATSI, TSI, or CSI.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

The percentage of students in grades k-2 that scored below level was 68% not proficient. One of our main struggles is developing the mechanics of a high quality reader with parent support at home to reinforce our lessons at school. Over the last two years, we have had an influx of ELL learners and also increased challenges with attendance. We are creating more push-in and pull-out groups to support these students to bridge that gap. We are also working hand-in-hand with our social worker and attendance manager to carefully monitor and ensure students are in classrooms. To continue to develop strong readers, we are working through PLC's, we have added a primary reading coach, and also continue to implement intensive Tier 2 and Tier 3 small group instruction.

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

The percentage of students that scored below a level 3 on the FSA was 59%. We believe one of the main reasons behind this was the fact that many of our students are still reading below grade level and

are struggling with the mechanics of reading (i.e. phonics, fluency, decoding, etc.). We firmly believe that providing extra instruction through centers, small group, and Tier 2 and 3 interventions will continue to alleviate and increase grade level proficiency. We will accomplish this through a protected Walk to Read time where students will receive 30 minutes of extra instruction based on their areas of weakness, continue with Tier 2 and 3 pull outs with a highly qualified reading teacher, and push-ins with extra support staff based on areas of weakness.

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 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 Measurable Outcomes

Our Overall ELA proficiency will increase 5% as measured on the summative FAST assessment administered during the third testing window in May of 2024.

Grades 3-5 Measurable Outcomes

Our Overall ELA proficiency will increase 10% as measured on the summative FAST assessment administered during the third testing window in May of 2024.

Monitoring

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 impact student achievement outcomes.

Our students will receive push-in instruction based on weak standards as measured by FAST assessment, benchmark advanced unit assessments, and teacher non-formal observations. Students will receive push-in instruction daily - we will monitor and reevaluate on a quarterly basis. This data will also drive our ELO curriculum, Walk to Read groupings, and our whole and small group instruction.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Gerlach, Andrew, dgerlach@browardschools.com

Evidence-based Practices/Programs

Description:
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. §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?

We are implementing small group instruction through research-based programs at levels to continue to stretch their growth (Vygotsky). These practices do align because we are instructing students on the mechanics of reading through research based programs (i.e. Phonics for Reading, Reading Horizons, LLI, etc.).

Rationale:
Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

We are implementing small group instruction through research-based programs at levels to continue to stretch their growth (Vygotsky). These practices do align because we are instructing students on the mechanics of reading through research based programs (i.e. Phonics for Reading, Reading Horizons, LLI, etc.).

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
ELA we will use FAST assessments and our Benchmark Advanced unit assessments to measure student growth. For Math, we will utilize EnVision Topic Unit assessments and Savvas Success Maker to measure student growth.	Gerlach, Andrew, dgerlach@browardschools.com
Coaches will check on progress monitoring with teachers on consistent basis	Krucker, Lisa, lisa.krucker@browardschools.com
ELO Camps (specific standards prescribed by FAST first round results, recruiting lowest quartile and SWD students to attend through parent communication, monitoring of attendance, 10-12 weeks 2x/week)	Gerlach, Andrew, dgerlach@browardschools.com

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

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

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

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Deerfield Beach Elementary (DBES) will utilize multiple modalities to communicate and engage our parents in the educational process. Parents will be informed of school events through the school's website, twitter page, parent links, teacher specific remind app pages, and traditional flyers. Throughout the year, we will offer multiple opportunities to engage parents and the community in the educational process.

DBES hosts an annual Literacy night, technology night, Science night, and Math night. This year, we will

look to partner with our local businesses to host two family conference nights. To increase parent participation during parent-teacher conferences, our school will partner up with some of our local restaurants to provide low-cost dinners for purchase, as an incentive for our working parents. We will work with local community groups including Rotary and Kiwanis and the Deerfield Beach Education Advisory Board to communicate our vision out to our communities.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

DBES administration built a master schedule with an emphasis on larger blocks of instruction and common planning for grade levels. DBES continues to strive to be technology forward with a heavy emphasis on high quality integration of programs to enhance teaching and learning. DBES also incorporates extended learning into our calendar with club opportunities including debate, SECME, Robotics, Chorus, Percussion Club, and Kiwanis Kids club. We also utilize extended learning opportunities to enrich and extend our curriculum periodically throughout the school year on Wednesdays and Thursdays.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Our staff and students attend and participate in annual training related to violence prevention. Our guidance counselor facilitates small groups and class lessons on this topic periodically throughout the year. Deerfield Beach Elementary coordinates with our district's health and nutrition department to communicate out important nutrition information through district newsletters, flyers, website additions, and through nutrition programs implemented in our cafeteria. We also participate with the district dinner program through our school's after care, where every child who attends DBES, along with their siblings, can receive a free dinner. We work with our guidance counselor, homeless liaison, child abuse designee, and our school social worker to build relationships with parents and students. This is done through conferences, home visits, and workshops. We coordinate with local community and district resources to best meet the needs of our families.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

DBES utilizes a school counselor to support our student body through small group and whole group lessons in classes throughout each month. We also utilize the RTI process to ensure students receive or qualify for specific services necessary for their success.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

DBES aims to develop 21st Century skills for students through the daily infusion of technology into instruction. Secondly, we have created clubs that expose and increase awareness of postsecondary opportunities such as debate, SECME, and Robotics. Finally, this year, we hope to bring back our

annual Career day where students will get the chance to listen to a variety of different jobs and opportunities.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

DBES utilizes a school wide positive behavior plan to reward students for short term and long term positive behavior choices. We also utilize the response to intervention process to address behaviors that supersede Tier 1 interventions. This will include data collection and interventions that are incorporated over 4 to 8 weeks and then a team including admin, teacher, counselor, academic coach, and family meet to review and adjust or continue the plan.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

DBES encourages teachers to sign up for trainings and online trainings. We also will have training on employee planning days centered around the incorporation of OneNote into their instruction, the Science of Reading, CHAMPS behavior training, and Science. We have also created a common planning time for each grade level and will schedule data chats and common planning discussions.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

DBES has a phenomenal VPK program with a highly qualified, doctorate level teacher, full wrap around social worker, teacher assistant, and a highly support district. The teacher incorporates and implements district based curriculum and supplements with outside resources with the intended goal of fully preparing our VPK children for kindergarten.