

Broward County Public Schools

Deerfield Beach High School



2023-24

Schoolwide Improvement Plan (SIP)

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Deerfield Beach High School

910 SW 15TH ST, Deerfield Beach, FL 33441

[no web address on file]

School Board Approval

This plan was approved by the Broward County School Board on 10/17/2023.

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.

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, 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
Marlow, Jon	Principal	<p>INSTRUCTIONAL LEADERSHIP:</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 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 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 <p>School Principal (cont.) SBBC: B-002 4</p> <ol style="list-style-type: none"> 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. 8. Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance. 9. Establish and maintain individual professional development plans for each instructional employee that is linked to student achievement. 10. Monitor the implementation of critical initiatives including, but not limited to accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern. 11. Structure and monitor a school learning environment that improves learning for a diverse student population. 12. Establish and coordinate procedures for student, teacher, parent and community evaluation of curriculum. 13. Implement and monitor procedures to ensure that rights of all children and their

Name	Position Title	Job Duties and Responsibilities
		<p>parents are protected.</p> <p>ORGANIZATIONAL LEADERSHIP:</p> <p>14. Employ and monitor transparent decision-making processes that are based on a vision, mission, and improvement priorities using facts and data.</p> <p>15. Utilize processes to empower others and distribute leadership when appropriate.</p> <p>16. Manage the school, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.</p> <p>17. Lead and manage organizational processes for school operations including, but not limited to, student discipline, student attendance, school food service, student transportation, master schedules, extracurricular activities, school finance and financial reporting, and maintenance of the physical plant.</p> <p>18. Employ an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action.</p> <p>19. Manage and delegate tasks while consistently demonstrating fiscal efficiency.</p> <p>20. Comply with district procedures to manage and safeguard district assets, equipment, inventory, property leasing, and rental of School Board property.</p> <p>21. Develop and manage processes for using appropriate oral, written, and electronic communication and collaboration skills with all stakeholders to accomplish school and District goals.</p> <p>22. Maintain high visibility at school and in the community.</p> <p>23. Cultivate, support, and develop others within the school.</p> <p>24. Serve as a coach/mentor to assistant principals or others who are preparing for School Principal certification and/or are aspiring to leadership roles in the district.</p> <p>25. Provide recognition and celebration for student, staff, and school accomplishments.</p> <p>26. Establish open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns.</p> <p>27. Provide leadership support for community involvement programs and business partnerships at the school level to promote student achievement.</p> <p>28. Interact with government and service agencies relative to student welfare.</p>

Name	Position Title	Job Duties and Responsibilities
Bernstein, Wendy	Assistant Principal	<p>LEADERSHIP:</p> <ol style="list-style-type: none"> 1. Assist in establishing and monitoring a school mission and goals that are aligned with the district's mission and goals. 2. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan and Sterling Quality Initiatives. 3. Model and maintain high standards of professional conduct. 4. Set high standards and expectations for self, others, and school. 5. Maintain an active involvement in the school improvement planning process. 6. Use quality improvement principles and processes in daily administration of school. 7. Anticipate difficult situations and develop plans to handle them. 8. Assist in the managing and developing the implementation and assessment of the instructional program at the assigned school so as to ensure all students the opportunity to learn. 9. Use collaborative leadership style and quality process to involve stakeholders in establishing and achieving the school's mission and goals. 10. Assist in providing leadership and direction for all aspects of the school's operation. 11. Build teams to accomplish plans, goals and priorities. 12. Assist in conducting staff meetings to discuss policy changes, instructional programs, potential problems and resolution of existing problems. 13. Use appropriate interpersonal styles and methods to guide individuals or groups to task accomplishment. 14. Assist in establishing and utilizing the Sterling process to ready the school and community for change. 15. Assist in developing and maintaining a school atmosphere conducive to learning and student achievement. 16. Maintain visibility and accessibility on the school campus and at school related activities and events. 17. Assist in the establishment of procedures used in the event of school crisis and/or civil disobedience and provide leadership in the event of such incidents. 18. Act quickly to stop possible breaches of safety, ineffective procedures, or interference with operations. 19. Assist in providing leadership to involve the school in quality initiatives. 20. Assist with aligning school initiatives with District, state, and school

Name	Position Title	Job Duties and Responsibilities
		<p>goals and objectives.</p> <p>21. Assist with establishing and monitoring procedures for an accreditation program and monitor standards to ensure they are met.</p> <p>22. Communicate school information, goals, student learning and behavior expectations to all customer groups.</p> <p>23. Use effective communication techniques with students, teachers, parents and stakeholders.</p> <p>24. Provide for the articulation of the school's instructional program among school personnel.</p> <p>25. Communicate, through proper channels, to keep the District administration informed of impending problems or events of an unusual nature.</p> <p>26. Communicate effectively both orally and in writing with supervisors, parents, students, teachers and the community.</p> <p>27. Assist in the planning and implementation of initiatives in the Innovation Zone.</p>

Smith, Gwen Assistant
Principal

LEADERSHIP:

1. Assist in establishing and monitoring a school mission and goals that are aligned with the district's mission and goals.
2. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan and Sterling Quality Initiatives.
3. Model and maintain high standards of professional conduct.
4. Set high standards and expectations for self, others, and school.
5. Maintain an active involvement in the school improvement planning process.
6. Use quality improvement principles and processes in daily administration of school.
7. Anticipate difficult situations and develop plans to handle them.
8. Assist in the managing and developing the implementation and assessment of the instructional program at the assigned school so as to ensure all students the opportunity to learn.
9. Use collaborative leadership style and quality process to involve stakeholders in establishing and achieving the school's mission and goals.
10. Assist in providing leadership and direction for all aspects of the school's operation.
11. Build teams to accomplish plans, goals and priorities.

Name	Position Title	Job Duties and Responsibilities
		<p>12. Assist in conducting staff meetings to discuss policy changes, instructional programs, potential problems and resolution of existing problems.</p> <p>13. Use appropriate interpersonal styles and methods to guide individuals or groups to task accomplishment.</p> <p>14. Assist in establishing and utilizing the Sterling process to ready the school and community for change.</p> <p>15. Assist in developing and maintaining a school atmosphere conducive to learning and student achievement.</p> <p>16. Maintain visibility and accessibility on the school campus and at school related activities and events.</p> <p>17. Assist in the establishment of procedures used in the event of school crisis and/or civil disobedience and provide leadership in the event of such incidents.</p> <p>18. Act quickly to stop possible breaches of safety, ineffective procedures, or interference with operations.</p> <p>19. Assist in providing leadership to involve the school in quality initiatives.</p> <p>20. Assist with aligning school initiatives with District, state, and school goals and objectives.</p> <p>21. Assist with establishing and monitoring procedures for an accreditation program and monitor standards to ensure they are met.</p> <p>22. Communicate school information, goals, student learning and behavior expectations to all customer groups.</p> <p>23. Use effective communication techniques with students, teachers, parents and stakeholders.</p> <p>24. Provide for the articulation of the school's instructional program among school personnel.</p> <p>25. Communicate, through proper channels, to keep the District administration informed of impending problems or events of an unusual nature.</p> <p>26. Communicate effectively both orally and in writing with supervisors, parents, students, teachers and the community.</p> <p>27. Assist in the planning and implementation of initiatives in the Innovation Zone.</p>
Deese, Chelsie	Assistant Principal	<p>LEADERSHIP:</p> <p>1. Assist in establishing and monitoring a school mission and goals that</p>

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		<p>are aligned with the district's mission and goals.</p> <ol style="list-style-type: none"> 2. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan and Sterling Quality Initiatives. 3. Model and maintain high standards of professional conduct. 4. Set high standards and expectations for self, others, and school. 5. Maintain an active involvement in the school improvement planning process. 6. Use quality improvement principles and processes in daily administration of school. 7. Anticipate difficult situations and develop plans to handle them. 8. Assist in the managing and developing the implementation and assessment of the instructional program at the assigned school so as to ensure all students the opportunity to learn. 9. Use collaborative leadership style and quality process to involve stakeholders in establishing and achieving the school's mission and goals. 10. Assist in providing leadership and direction for all aspects of the school's operation. 11. Build teams to accomplish plans, goals and priorities. 12. Assist in conducting staff meetings to discuss policy changes, instructional programs, potential problems and resolution of existing problems. 13. Use appropriate interpersonal styles and methods to guide individuals or groups to task accomplishment. 14. Assist in establishing and utilizing the Sterling process to ready the school and community for change. 15. Assist in developing and maintaining a school atmosphere conducive to learning and student achievement. 16. Maintain visibility and accessibility on the school campus and at school related activities and events. 17. Assist in the establishment of procedures used in the event of school crisis and/or civil disobedience and provide leadership in the event of such incidents. 18. Act quickly to stop possible breaches of safety, ineffective procedures, or interference with operations. 19. Assist in providing leadership to involve the school in quality initiatives. 20. Assist with aligning school initiatives with District, state, and school goals and objectives.

Name	Position Title	Job Duties and Responsibilities
		<p>21. Assist with establishing and monitoring procedures for an accreditation program and monitor standards to ensure they are met.</p> <p>22. Communicate school information, goals, student learning and behavior expectations to all customer groups.</p> <p>23. Use effective communication techniques with students, teachers, parents and stakeholders.</p> <p>24. Provide for the articulation of the school's instructional program among school personnel.</p> <p>25. Communicate, through proper channels, to keep the District administration informed of impending problems or events of an unusual nature.</p> <p>26. Communicate effectively both orally and in writing with supervisors, parents, students, teachers and the community.</p> <p>27. Assist in the planning and implementation of initiatives in the Innovation Zone.</p>

LEADERSHIP:

- | | | |
|---------------|---------------------|--|
| Taylor, Bruce | Assistant Principal | <p>1. Assist in establishing and monitoring a school mission and goals that are aligned with the district's mission and goals.</p> <p>2. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan and Sterling Quality Initiatives.</p> <p>3. Model and maintain high standards of professional conduct.</p> <p>4. Set high standards and expectations for self, others, and school.</p> <p>5. Maintain an active involvement in the school improvement planning process.</p> <p>6. Use quality improvement principles and processes in daily administration of school.</p> <p>7. Anticipate difficult situations and develop plans to handle them.</p> <p>8. Assist in the managing and developing the implementation and assessment of the instructional program at the assigned school so as to ensure all students the opportunity to learn.</p> <p>9. Use collaborative leadership style and quality process to involve stakeholders in establishing and achieving the school's mission and goals.</p> <p>10. Assist in providing leadership and direction for all aspects of the school's operation.</p> <p>11. Build teams to accomplish plans, goals and priorities.</p> <p>12. Assist in conducting staff meetings to discuss policy changes, instructional</p> |
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Williams, Arnita	Assistant Principal	<p>LEADERSHIP:</p> <p>1. Assist in establishing and monitoring a school mission and goals that are aligned with the district's mission and goals.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>2. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan and Sterling Quality Initiatives.</p> <p>3. Model and maintain high standards of professional conduct.</p> <p>4. Set high standards and expectations for self, others, and school.</p> <p>5. Maintain an active involvement in the school improvement planning process.</p> <p>6. Use quality improvement principles and processes in daily administration of school.</p> <p>7. Anticipate difficult situations and develop plans to handle them.</p> <p>8. Assist in the managing and developing the implementation and assessment of the instructional program at the assigned school so as to ensure all students the opportunity to learn.</p> <p>9. Use collaborative leadership style and quality process to involve stakeholders in establishing and achieving the school's mission and goals.*</p> <p>10. Assist in providing leadership and direction for all aspects of the school's operation.</p> <p>11. Build teams to accomplish plans, goals and priorities.</p> <p>12. Assist in conducting staff meetings to discuss policy changes, instructional programs, potential problems and resolution of existing problems.</p> <p>13. Use appropriate interpersonal styles and methods to guide individuals or groups to task accomplishment.</p> <p>14. Assist in establishing and utilizing the Sterling process to ready the school and community for change.</p> <p>15. Assist in developing and maintaining a school atmosphere conducive to learning and student achievement.</p> <p>16. Maintain visibility and accessibility on the school campus and at school related activities and events.</p> <p>17. Assist in the establishment of procedures used in the event of school crisis and/or civil disobedience and provide leadership in the event of such incidents.</p> <p>18. Act quickly to stop possible breaches of safety, ineffective procedures, or interference with operations.</p> <p>19. Assist in providing leadership to involve the school in quality initiatives.</p> <p>20. Assist with aligning school initiatives with District, state, and school goals and objectives.</p> <p>21. Assist with establishing and monitoring procedures for an accreditation program</p>

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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.

The process of involving stakeholders such as the school leadership team, teachers and school staff, parents, and students in the School Improvement Plan (SIP) development process is crucial for creating a comprehensive and effective plan that addresses the unique needs and goals of the school community.

1. Identifying Stakeholders: We begin by identifying the key stakeholders who should be involved in the SIP development process. This includes the school leadership team (principal, assistant principals, team leaders) teachers and other staff members, parents or guardians, and students.
2. Initial Communication: Communicate the purpose and importance of developing the SIP to all stakeholders. Provide an overview of the process, the timeline, and the roles that each group will play.
3. Formation of SIP Team: Establish the SIP team that consists of representatives from each stakeholder group. This team led the development process, ensured the representation of all perspectives, and facilitated collaboration.
4. Collecting Input: Each stakeholder group had opportunities to provide input.
5. Analysis of Input: The SIP team analyzed the collected input to identify common themes, areas of concern, and potential improvement strategies. This analysis respects the diverse viewpoints of all stakeholders.
6. Setting Goals and Strategies: Based on the input received, the SIP team collaboratively set specific,

realistic, and measurable goals for improvement that aligned with the school's mission and vision.

7. Drafting the SIP: Developed a draft of the SIP that outlines the identified goals, strategies, action plans, and timelines. Ensured that each strategy directly addressed the concerns and suggestions provided by stakeholders.

8. Review and Feedback: Shared the draft SIP with all stakeholders for review and feedback through meeting presentations. Encouraged honest and constructive feedback to refine the plan further.

9. Revision and Finalization: Incorporated the feedback received and made necessary revisions to the SIP. Ensured that the final plan accurately reflected the input and suggestions from all stakeholder groups.

10. Communication and Implementation: Once the SIP was finalized, communicated it to the entire school community. Clearly outlining the goals, strategies, responsible parties, and timelines.

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))

Monitoring the School Improvement Plan (SIP) is a critical process to ensure effective implementation and measure its impact on increasing student achievement, especially for those facing significant achievement gaps. This ongoing monitoring involves several key steps and strategies:

1. Data Collection and Analysis:

- Regularly collect relevant academic and demographic data, such as standardized test scores, classroom assessments, attendance rates, and graduation rates.
- Break down data by student groups, including those with the greatest achievement gaps (e.g., economically disadvantaged, English language learners, students with disabilities).
- Analyze trends, patterns, and disparities in the data to identify areas of improvement and where achievement gaps are most prominent.

2. Benchmark Assessment:

- Establish specific academic benchmarks and goals aligned with the State's academic standards.
- Regularly assess students' progress towards these benchmarks through formative and summative assessments.
- Evaluate whether the progress is in line with the improvement targets set by the SIP.

3. Regular Reviews and Reflection:

- Conduct regular meetings involving administrators, teachers, instructional staff, and other stakeholders to review the progress of the SIP.
- Reflect on what's working well and what needs adjustments based on the data and outcomes observed.
- Adjust strategies and interventions as needed to address the needs of students with the greatest achievement gap.

4. Action Plan Revisions:

- Based on data and insights from regular reviews, make necessary adjustments to the action plans outlined in the SIP.
- Modify instructional strategies, professional development initiatives, and resource allocation to better address the needs of disadvantaged students.

5. Professional Development:

- Provide ongoing professional development for teachers and staff to enhance their instructional practices.
- Offer training on effective strategies for closing achievement gaps and supporting diverse learners.

6. Stakeholder Engagement:

- Engage parents, guardians, and the community in the monitoring process to foster a collaborative approach.
- Seek input and feedback from stakeholders to ensure the SIP addresses the unique needs of all students.

7. Data Visualization and Reporting:

- Create clear and concise visualizations of data to communicate progress and disparities effectively.
- Share regular reports with the district leadership and the community to maintain transparency and accountability.

8. Formative Evaluation:

- Continuously assess the implementation of interventions and strategies outlined in the SIP.
- Identify any barriers or challenges that hinder successful implementation and address them promptly.

9. Tracking:

- Monitor progress over time to assess the effectiveness of the SIP on a longer scale.
- Adjust goals and strategies as needed to ensure sustained improvement.

10. Accountability Measures:

- Establish mechanisms to hold stakeholders accountable for the effective implementation of the SIP.
- Clearly define roles and responsibilities to ensure everyone contributes to achieving the desired outcomes.

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)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	87%
2022-23 Economically Disadvantaged (FRL) Rate	95%
Charter School	No
RAISE School	No
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)* Asian Students (ASN) 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: C
School Improvement Rating History	
DJJ Accountability Rating History	

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*	34	50	50	37	52	51	38		
ELA Learning Gains				51			36		
ELA Lowest 25th Percentile				44			23		
Math Achievement*	16	36	38	18	41	38	12		
Math Learning Gains				44			15		
Math Lowest 25th Percentile				53			31		
Science Achievement*	35	60	64	34	35	40	30		
Social Studies Achievement*	41	66	66	50	51	48	35		
Middle School Acceleration					50	44			
Graduation Rate	88	90	89	97	54	61	99		
College and Career Acceleration	80	61	65	80	66	67	86		
ELP Progress	43	50	45	47			39		

** 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	48
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	337
Total Components for the Federal Index	7
Percent Tested	94
Graduation Rate	88

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	555
Total Components for the Federal Index	11
Percent Tested	94
Graduation Rate	97

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	36	Yes	4	
ELL	38	Yes	2	
AMI				
ASN	92			
BLK	45			
HSP	48			
MUL	59			
PAC				

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%
WHT	56			
FRL	46			

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	38	Yes	3	
ELL	40	Yes	1	
AMI				
ASN	89			
BLK	48			
HSP	52			
MUL	59			
PAC				
WHT	50			
FRL	51			

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	34			16			35	41		88	80	43
SWD	11			4			15	27		63	6	
ELL	16			12			29	16		84	7	43
AMI												
ASN	82							91		93	4	
BLK	32			13			30	31		76	7	43
HSP	30			19			38	44		84	7	42

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
MUL	44			9						90	4	
PAC												
WHT	43			26			46	58		79	7	47
FRL	30			15			35	36		77	7	43

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	37	51	44	18	44	53	34	50		97	80	47
SWD	15	39	36	15	40	39	21	33		98	46	
ELL	13	39	38	11	38	45	20	24		95	68	47
AMI												
ASN	100	64						100		88	93	
BLK	32	52	46	14	45	53	30	42		97	78	42
HSP	35	46	41	21	46	64	37	51		97	82	52
MUL	56	50		8						100	81	
PAC												
WHT	49	52	43	30	37	15	42	65		99	83	39
FRL	34	50	45	18	46	56	35	49		97	79	51

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	38	36	23	12	15	31	30	35		99	86	39
SWD	20	20	19	6	20	32	25	26		97	63	
ELL	15	28	24	8	17	30	22	12		98	84	39
AMI												
ASN	83	73										
BLK	30	30	22	7	13	28	22	29		98	85	44
HSP	39	39	25	14	19	38	34	37		99	85	36
MUL	50	36		15	23					100	85	
PAC												
WHT	59	48	14	31	16		45	54		100	90	

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
FRL	33	31	24	11	15	31	24	35		98	84	44

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
10	2023 - Spring	30%	49%	-19%	50%	-20%
09	2023 - Spring	33%	49%	-16%	48%	-15%

ALGEBRA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	15%	48%	-33%	50%	-35%

GEOMETRY

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	22%	46%	-24%	48%	-26%

BIOLOGY

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	32%	63%	-31%	63%	-31%

HISTORY

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	39%	62%	-23%	63%	-24%

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 lowest data component was student performance on the Algebra 1 EOC. This 9th grade group of students would have entered 6th grade during the 2019-2020 school year. They lost out on essential Algebra foundational skills for two years. The school implemented additional learning opportunities to help the students improve their basic skills. While this area was the lowest performing, student proficiency did increase by 3% from the 2022 school year.

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

The data component which showed the greatest decline was student proficiency on the US History EOC. As 10th graders only 34% of these students were proficient on the FSA ELA exam. This deficiency in reading contributed to the low performance on the US History EOC. Additional analysis of the data showed a decrease in proficiency by students enrolled in US History Honors.

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 that had the greatest gap when compared to the state average was student proficiency on the FAST ELA 10 assessment. The state average was 50% proficient and only 30% of Deerfield Beach High School students met proficiency. Students and teachers lost teaching and learning gains during the pandemic. Getting students and teachers reacclimated to being in school and reclaiming learning loss has been challenging.

As 9th graders approximately 38% of these students were deemed proficient. While some of the decrease can be attributed to increased difficulty of the test and a new testing format, an 8% decrease is significant.

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

Student proficiency on the Algebra 1 EOC increased from 12% in 2022 to 15% in 2023. The administrator over mathematics observed classes more frequently and held multiple data discussions with the teachers after each common formative assessment.

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

NOTE: The Early Warning Systems section and this corresponding question are no longer required to be completed for grades 9-12 for the State SIP, per the Florida Department of Education.

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

The highest priorities for school improvement for the upcoming school year is to work on the following areas:

1) Increase student attendance

- 2) Increase overall proficiency in Math
- 3) Increase overall proficiency in ELA
- 4) Increase proficiency in Biology
- 5) Increase proficiency in US History

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 English Language Learners**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.

The underperforming subgroup, ELL, was identified as a crucial need, because they received 40% of the Federal Percent of Points Index, which is below the 41% needed to meet state performance levels.

Measurable Outcome:

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

By May 2024, the percentage of ELL students will increase to 41% or above the Federal Percent of Points Index as measured by FAST ELA.

Monitoring:

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

For progress monitoring, results from PM1 and PM2 will be analyzed, data chats will be conducted with teachers and students and classroom observations will be conducted and student grades will be monitored.

Person responsible for monitoring outcome:

Wendy Bernstein (wendy.bernstein@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.)

SLOP strategies will be utilized to infuse academic language support and acquisition strategies while students are working on grade level curriculum. Additionally, pull-outs will be conducted by the ESOL Coordinator to offer reading support.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

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.

Review the ELL Plan.

Person Responsible: Wendy Bernstein (wendy.bernstein@browardschools.com)

By When: September 30, 2023

Conduct Data Chats following PM1 and PM2.

Person Responsible: Wendy Bernstein (wendy.bernstein@browardschools.com)

By When: PM1: October 24, 2023 PM2: January 31, 2024

Review student grades and provide targeted support.

Person Responsible: Wendy Bernstein (wendy.bernstein@browardschools.com)

By When: At the end of each quarter.

#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 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.

The underperforming subgroup, SWD, was identified as a crucial need, because they received 38% of the Federal Percent of Points Index, which is below the 41% needed to meet state performance levels.

Measurable Outcome:

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

By May 2024, the percentage of SWD students will increase to 41% or above Federal Index as measured by BEST Math EOCs .

Monitoring:

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

For progress monitoring, results from common formative assessments will be analyzed, data chats will be conducted with teachers and students, classroom observations will be conducted, student grades will be monitored and Support Facilitators will provide check-ins.

Person responsible for monitoring outcome:

Chelsie Deese (chelsie.deese@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 evidenced based strategies to be utilized will include differentiated instruction, push-ins, pull-outs, ESE support facilitation services, and additional instruction through learning strategies class.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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 2024.

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.

Review the Math plan.

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

By When: Conduct Data chats no later than three weeks following the conclusion of the common formative assessments.

Conduct Classroom observations and provide feedback to teachers.

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

By When: Ongoing from September 2023 to May 2024

Review student grades and other relevant data.

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

By When: At the end of each quarter

Provide timely and targeted support to teachers and students to enhance teaching and learning.

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

By When: Ongoing from September 2023 to May 2024

#3. Positive Culture and Environment specifically relating to Other**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.

This area was identified as a crucial need from the data reviewed, because during the 2022 - 2023 school year, only 30.2% of our students were present more than 90% of the school year.

Measurable Outcome:

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

By June 2024, 35% of our students will be present for more than 90% of the school year as measured by attendance data.

Monitoring:

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

Student attendance will be monitored weekly to identify and provide early interventions for students who have five or more absences.

Person responsible for monitoring outcome:

Arnita Williams (arnita.williams@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 evidenced based strategies we will implement will be increased mentorship opportunities for students, monitor attendance data, and increase parental involvement.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

These strategies were selected because each one has proven to be successful in increasing student attendance.

- Mentorship - students are more likely to attend school when they feel connected to caring adults who notice whether they show up.
- Monitoring Attendance - helps to identify which and how many students have so many absences they require some form of early intervention.
- Parental Involvement - students attend and achieve more in school when their parents are involved in their education.

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.

Monitor student attendance weekly.

Person Responsible: Arnita Williams (arnita.williams@browardschools.com)

By When: Each week from August 2023 to June 2024

Market our mentoring programs to all students, but with an emphasis on students who have poor attendance.

Person Responsible: Bruce Taylor (bruce.taylor1@browardschools.com)

By When: Initially by October 31, 2023, then as the need arises.

Provide interventions, support and resources to students and families in need.

Person Responsible: Bruce Taylor (bruce.taylor1@browardschools.com)

By When: Ongoing thru 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).

Funding requests are brought to School Advisory Council (SAC) meetings and discussed. Rationales for the requests and supports are provided at the meeting. The SAC then has open discussion on the requests. Voting to approve or deny the funding requests is made at the next meeting.