

# Barton Elementary School



# 2015-16 School Improvement Plan

## Barton Elementary School

1700 BARTON RD, Lake Worth, FL 33460

[www.edline.net/pages/barton\\_es](http://www.edline.net/pages/barton_es)

### School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	99%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	94%

### School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	D*	B	C	D

*\*Preliminary Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan was approved by the Palm Beach County School Board on 11/17/2015.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## 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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

Our mission is to prepare students for success by challenging them to reach their maximum potential. Barton Elementary School maintains high expectations for academic excellence through building relationships with families and providing lifelong learning skills for college and career readiness.

##### Provide the school's vision statement

Accomplishing this mission is supported with a two-fold vision: "1) Students, teachers, staff, parents, business partners and community members will work cooperatively in a harmonious atmosphere; 2) Barton will be a community-centered school where students, teachers, staff, parents, business partners and community members are working together to meet the challenges of everyday life and prepare the students for future success.

Accomplishing this mission is supported by implementing strategies in the following areas:

- \* AVID - Achievement Via Individual Determination (College and Career Readiness)

- \* Family Involvement through the parent liaison, trainings such as:

  - Parent University

  - Coffee with the Principal

  - Books n' Breakfast

  - Student Led Portfolio

  - Sal-P-Que

  - \*School Climate and Cultural Awareness Initiative

#### School Environment

##### Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust - An example of this would be implementing a unit on the Holocaust and digging deeper through the use of multimedia

- History of Africans and African Americans - Examples of this at our school would be Multicultural Day and guest authors

- Hispanic Contributions - An example of this at our school would be Multicultural Day

- Women's Contributions - An example of this at our school would be utilizing the STEM lab for all students

- Character Development - An example of this would be the Character Counts program. This is led by the guidance department

- \* Flag Education - An example of this at our school would be the safety patrols raising the flag each morning

Barton will promote single school culture in the following areas:

- \* Continue to build relationships among faculty and students and families

- \* Include all stakeholders in decision making processes to improve relationships

- \* Select a method/variety of methods that faculty members will use in the first days of school to set a positive tone and clarify the values that will guide interpersonal interactions among students and between the teacher and students;

- \* Provide professional development to all faculty and support in order to improve collaboration in the



classroom by getting to know the ELL students

- \* Collaborate with multicultural department as well as Safe Schools regarding migrant student services, homeless student services;
  - \* Discuss and model strategies to learn about diversity within the school and to promote the culture of all students
  - \* All teachers will implement School wide Positive Behaviors guidelines along with their behavioral expectations using CHAMPS;
  - \* Encourage the sharing of short, effective strategies for actualizing Marzano's Elements 6, 11, 12, 17, 18, 20, and 22 in DQ 2, 3, and 4 that lead to rigor.
  - \* All students with disabilities are in an inclusion setting; best practices are being implemented for ESE students
  - \* Schedule and plan school wide multicultural projects;
  - \* Implement cultural activities within curriculum and daily course work (e.g., reading selections, writing prompts);
  - \* Collect data on ratio of positive interactions (RPI) with students;
  - \* Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time for the development of the social-emotional mindsets and behaviors that result in positive and supportive relationships between students and teachers.
- Barton hosts after school clubs, such as Book Club, Battle of the Books, Garden Club, Chess and Band. Barton also hosts a morning news club. This offers a student-teacher interactive experience outside of the academic arena. Barton also offers a teacher/student mentoring program. The students are paired with a mentor teacher who is available at all times if needed.

#### **Describe how the school creates an environment where students feel safe and respected before, during and after school**

Before school, students are greeted by Barton staff and are encouraged to have breakfast in the cafeteria. Throughout the day, the entire campus is secured including all classroom doors locked. During the school day, if issues arise, teachers are advised to complete a Student out of Sorts (SOS) form which is a proactive measure. A counselor or other qualified staff member immediately goes to the room and conferences with the child to de-escalate a potential problem. Barton is an anti-bullying school that promotes positive behavior school wide. Posters are seen throughout the school and translated in all three languages: Spanish, English, and Creole. In order to monitor dismissal, procedures are in place. Each type of transportation is color-coded by bracelets. Bus students congregate in the cafeteria prior to getting on their bus. Teachers take attendance while students load buses. Walkers are escorted to the gates off campus and a staff member monitors students in transit. Some students attend an after school program at Barton that runs until 6:00 PM.

#### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

Barton utilizes Single School culture for behavior through the CHAMPS program to promote positive behavior throughout the day. This program clearly defines what movement and noise level is to occur within all academic and non academic environments throughout the school. Students are always aware of the expectations due to teacher clarification and positive reinforcement. Staff members are trained in CHAMPS. Barton has a universal attention signal, which is an open hand raised in the air. Barton utilizes Single School culture for academics through Learning Team Meetings, Common Plannings Sessions, and Professional Developments. LTM's are held every two weeks per grade level. During these sessions, data is discussed and analyzed. Instruction is then differentiated based on the needs of each student. Common planning sessions are held every other week. The grade levels meet together with the instructional coaches and plan lessons that align with the Florida Standards. Each content area shares their lessons and as a grade they determine a topic to use

throughout each content. Teachers attend PD sessions on half days and In-service days based on the areas of improvement within the school.

Barton utilizes Single School Culture for climate through faculty meetings. Faculty meetings are held once a month. As well, the Instructional Council meets once a month. This is where the team leaders attend a meeting with administration and relay the information learned to their teams.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

Barton hosts a teacher-student mentor program in which students are paired with teachers to monitor and encourage students both academically and socially. As well, Barton has a guidance program that allows students opportunities to talk with counselors about any issues they face inside or outside of school. The school utilizes two counselors, one being an ELL counselor that is exclusive to the ELL population. Guidance counselors also conduct peer mediation with the students prior to writing student referrals. This allows students to learn how to use conflict resolution. The guidance counselor runs a Title III program for students who are new to the country as well. Boys Town provides support for students in grades K-2 through play therapy.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

*The number of students identified by the system as exhibiting two or more early warning indicators:*

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

Yes

### **PIP Link**

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

### **Description**

Barton teachers host the Sal-P-Que, where students invite their parents to a student led conference about their academic performance. This is followed up by a Bar-B-Que. During this time, teachers congregate with parents and students to learn more about each other and their culture. Barton also offers opportunities such as Parent University, where faculty members share ideas as to how parents can monitor and support their children's success at home. Parents are encouraged to bring their children with them to the parent resource room for these trainings. In addition, Barton provides extra curricular activities for students to attend with their families, such as Curriculum night, STEM night, Literacy Night including the Book Fair, and Science Night

Barton offers Coffee with the Principal once a month where parents are invited to a morning meeting hosted by the principal. These meetings provide important updates about what is occurring in the school. Parents receive Barton "passports" and have them stamped any time they visit Barton. At the end of the year, those with the most stamps are entered into a drawing for a gift card.

Parents are encouraged to attend monthly SAC meetings. At all parent meetings, the parents are provided with headsets in which language facilitators translate from English to their native language.

### **Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Barton reaches out to the local community and invites organizations and businesses to visit the school. The Science department invited the science museum to provide in school real world learning experiences through hands on activities. Additionally, our parent liaison has established relationships with local businesses, such as:

Costco

Wells Fargo

Rotary Club

Sheriff's Department

These organizations donate items to Barton to help support the students. Team USA supports the AVID program at Barton and assists in providing funding for teacher training.

### **Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### **School Leadership Team**

#### **Membership:**

Name		Title
Byrd, Vikki		Other
Goodman, Alice		Other
Morgan, Andrea		Instructional Coach
Sanon, Denise		Principal
Stockman, Shannon		Instructional Coach
McNichols, Scott		Assistant Principal
Franklin-Jeune, Naila		Instructional Coach
Ramos, Sandra		Teacher, ESE

## Duties

### ***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

Instructional Coaches hold multiple responsibilities. They include monitoring data through EDW, Think Central, Xtra Math, IStation, Reading Plus, iReady, Diagnostics, and Performance Matters (Unify). Additionally, they create ongoing assessments that align with the standards being taught. Coaches also track student progress by creating tracking forms and discuss and analyze progress with teachers. They provide ongoing professional development through learning team meetings, PDD, and common planning sessions. All coaches support teachers and students through the coaching cycle, and organize tutorial programs. As well, coaches develop school wide content area events throughout the year to promote academic engagement and parent involvement.

The Learning Team Facilitator monitors Learning Team Meetings. In addition, the LTF serves as RTI and monitors the RTI process for the school. She handles referred students and holds SBT meetings. Administration supports and enforces school wide positive behavior. They conduct classroom environment walk throughs to ensure that effective learning is occurring daily through a bell to bell schedule. Administration also monitors data and tracks student progress through data chats with teachers and instructional coaches. The principal and assistant principal hold monthly faculty meetings, parent trainings, and attend professional development sessions on campus. They are very involved in parent communication and student achievement.

The ESOL Coordinator identifies and monitors ELL student's language acquisition. The ESOL Coordinator provides ELL strategies and support, as well as monitors the progress of ELL students on the ELL continuum. The ESE Coordinator facilitates the process that ensures the students receive the services they need and that all students are in an inclusive setting. As well, the ESE Coordinator guides and assists parents and families of these students to obtain the proper resources they may need.

### ***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

Barton implements multiple measures of analyzing school-wide data that drives the RTI process. Students are assessed by FAIR, Diagnostics, Performance Assessments, Florida Standards Assessments, iReady diagnostics, and Florida Standards Quizzes and Unit Standards Assessments, as well as Reading Running Records. Kindergarten and first grade students participate in the Pre-LAS test for ELL placement, 2nd-5th grade ELL students are assessed with the LAS Links, and the annual test administered for ELL students is ACCESS. Teachers are trained by instructional coaches and the LTF to assess data, modify, and implement differentiated instruction based on the results of data.

Single school culture

Academics:

Learning Team Meetings occur every two weeks per grade level. All grade level teachers meet with the Learning Team Facilitator, the academic coaches and administration to discuss and analyze data, modify instruction, and create standards based learning goal scales. In addition, student work and best practices are shared and analyzed. Common Planning meetings are held and facilitated by the academic coaches every other Wednesday. At this time, the grade levels come together to discuss standards based and data driven instruction that they will focus on for the next few weeks. Teams create goals and plans based on standards, domains, units of study, and big ideas. It is then determined how all subject areas can be incorporated into the subject being taught. All teachers have been trained in LLI and provide small group instruction to students in the extended hour. This includes fine arts and resource teachers. Barton received an Adobe Connect grant to help students

with technology.

Behavior: CHAMPS school wide, universal attention signal

Barton is implementing a School-wide Positive Behavior System. CHAMPS is being implemented by all staff members in all areas of the school.

Climate: Universal Behavioral Matrix

Barton's Title I:

Barton has implemented a tutorial program for students on selected Saturday mornings each month from 8:00-11:00. Students in 5th grade will receive tutorial in Science.

Title 1 funds a 0.5 instructional coach, 1.0 parent liaison, 0.5 LTF, 0.5 RTI, three 0.5 resource teachers, supplies for classroom, parent involvement, and professional development.

Barton also partners with adult ed and multicultural to provide English Language services to the parents.

Barton is a pilot school for ESOL, which allows us to have two SAI positions and an ESOL SAI position.

The parent liaison partners with local agencies to provide food and resources for students and families.

Staff development is provided by district departments through Title II funding.

Parent trainings are also funded through this department.

District Title 1 Funds:

Area support teams

Curriculum support

MTSS

Reading Interventionist

LLI support

Literacy Cohort support

Reading Coach

STEM support

Pre-K units

District Title II Funds:

Area support teams

Curriculum support -Professional Development

MTSS - Professional Development

Title III:

Multicultural grant to work with level 1 and ESOL students.

Tutorial after school

Migrant support for migrant families

Family Impact teaches parents the English language, as well as parenting and computer skills. The program provides support to the families as well.

### **School Advisory Council (SAC)**

#### **Membership:**

Name	Stakeholder Group
Julie Serrano	Teacher
Denise Sanon	Principal
Shannon Stockman	Teacher
Shery Bennett	Teacher
Abraham Domingo	Parent
	Student
Roselinda Velasquez	Parent
Ingrid Perez	Parent
Caindelaria Ramirez	Parent
Marra Luise Sanchez	Parent
Mercie Josaphat	Parent
Alfonso Ortiz	Parent
Reginale Durandisse	Business/Community
Robert Alexandre	Education Support Employee
Joyce Pribell	Teacher
Jennifer Edwards	Teacher
Karla DeLaCruz	Business/Community

## Duties

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

*Evaluation of last year's school improvement plan*

The SIP is shared with the parents and feedback is provided. Each content area strategies are reviewed frequently throughout the school year and modified if needed. The BPIE is shared with the parents as well. SAC members voted on any proposal given by the faculty.

*Development of this school improvement plan*

SAC chairs and committee members were present while creating the school improvement plan. The team discussed specific targets and goals for all areas throughout the school. The plan was reviewed and revised prior to being submitted.

*Preparation of the school's annual budget and plan*

School Improvement plan was reviewed with SAC. Minutes were taken.

***Describe the use of school improvement funds allocated last year, including the amount budgeted for each project***

Foundations Classroom set 1059.00  
Wilson Handling and shipping 84.72  
Paradise Embroidery 412.50  
T-shirt King of Florida 1932.50

***Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC***

No



*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

Barton is currently working towards compliance.

### Literacy Leadership Team (LLT)

#### Membership:

Name	Title
Morgan, Andrea	Instructional Coach
Stockman, Shannon	Instructional Coach
Byrd, Vikki	Other

#### Duties

##### ***Describe how the LLT promotes literacy within the school***

The LLT hosts different events throughout the year to promote literacy. Three times a year on a PDD, the team provides a Books N' Breakfast event, where students are able to invite either their grandparents, dads, or moms to enjoy breakfast and read a book of their choice. Additionally, the team plans a literacy night in which teachers volunteer to plan literacy activities for families and strategies that can be implemented at home. Another family literacy event is the Sal-P-Que, where students lead a conference with their parents discussing their academic performance. The families then gather with the teachers for a Bar-B-Que dinner. Barton also organizes a Book-o-Ween event in October that engages all students in K-2 students to dress as characters the class has read and partake in a parade, while 3-5 students decorate their classroom doors based on a book the class has read. As well, Barton invites the Public Library to the school in order to provide information to the students and parents. During this time, families can sign up for library cards, learn about resources provided by the library, and receive a monthly calendar of library events. Barton implemented a kick off to summer reading program that encouraged all students to choose a book to read and complete a project based on that book. Students turned in the assignment within the first three weeks of the following school year.

The instructional coaches have organized two resource rooms with a multitude of books that are available to teachers. This room offers reading and writing resources, as well as math and science texts.

Barton also offers a Book club to students interested in reading for pleasure outside of the Reading Block. Here, students gather to read the same book and discuss the story in depth through grand conversations. In addition, students engage in trade-a-book Tuesday during lunch, where they can bring a book from home and trade it for a new book.

#### Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

##### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Common planning is facilitated by the coaches every other Wednesday. Team planning occurs on a weekly basis to ensure that all teachers are prepared for upcoming instruction. Each grade level has a team leader who attends monthly Instructional Council meetings with administration. These liaisons relay information between their grade level members and administration. Every other week, each grade level attends LTM sessions, in which data is analyzed, and best practices are shared.

##### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

Administration receives and reviews potential candidate's resumes. Selected candidates take part in the STAR interview from the Haberman Educational Foundation. This interview is a personality-based interview for high needs schools. The interview team consists of administration, as well as either a grade chair or academic coach. Staff members are chosen based on the interview and openness to continue learning how to become an effective teacher.

Barton is a growing and improving school. As an extended day school, teachers are excited to be part of the Barton team, as the school grade continues to improve. New teachers participate in a teacher mentor program where they are paired up with a veteran teacher based on personality and/or content area. Throughout this program, new teachers complete the ESP program, which allows them to get to know their school, and provides opportunities for them to observe and be observed in order to build capacity and confidence within the classroom. Instructional coaches engage new teachers in the coaching cycle to support them as well.

Barton offers professional development based on the teacher's interests and needs. The teachers are surveyed to determine focus areas for PD. Coaches, LTF, and administration also identify areas of need to provide PD. New teachers attend both school PD and district trainings that ensure high quality instruction.

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

The Educator Support Program is created to provide new educators with support in order to build effective leaders. New teachers are paired up with mentors who are clinical educators. They are paired by content area, personality traits, and ability. Mentors meet with their mentee on a continuous basis to discuss lessons, concerns, and any questions they may have that need to be addressed. These pairs work collaboratively in order to build confidence and success. Mentees attend additional meetings led by the ESP contact to ensure that they are meeting the demands in a timely manner.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

##### ***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

All K-5 instructional staff members have received training on the Florida Standards. We follow the Units of Study which are created by the curriculum department, as well as Area 2 support team. Barton also holds planning days, where the content area teachers meet to plan for the entire unit. During this time, standards are unpacked, materials are chosen, and lessons are planned in depth. Teachers use the items specs to create text-dependent questions during instruction. As well, we use LTMs to create learning goal scales.

#### **Instructional Strategies**

##### ***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

All content area teachers differentiate instruction through small groups and rotations. Data is pulled from EDW and Performance Matters, as well as Running Records, and Diagnostics to determine a starting point. However, data is used continuously throughout the year to modify small group instruction. Teachers may pull groups based on their level, as well as pulling strategy groups. In addition, resource teachers push in to classrooms to provide supplemental instruction to those students in different tiers. Barton also utilizes SAI teachers to provide LLI to the lowest 25% of the



students. ESOL teachers will collaborate with classroom teachers to provide effective instruction to the ELL students.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** Extended School Day

**Minutes added to school year:** 10,800

Kindergarten uses OLLIE, an oral language program for 30 minutes during extended hour. The last 30 minutes is Foundations. First grade uses LLI for 30 minutes and Foundations for 30 minutes. Second grade uses LLI, shared reading with a grammar focus, and literature circles during the extended hour.

3-5 teachers will implement a 30-30 framework during the extended hour. The first 30 minutes teachers will be monitoring Words Their Way Word Work. This involves differentiated small groups engaging in word work activities based on their spelling challenges. The last 30 minutes, teachers will implement a shared close reading. This involves reading articles from Science Weekly with the science skills taught that week. The teacher will use this text throughout the week, teaching a different skill each day and assessing them on Fridays.

In addition, SAI teachers are working with students using LLI, Words Their Way, or Oral Language Programs.

### ***Strategy Rationale***

Barton's goal is improve student academic proficiency. At the same time, we are working very hard to increase learning gains in ESOL and ESE students. Therefore, we have all hands on deck during the extended hour, and provide the most effective reading instruction we feel that benefits the students.

### ***Strategy Purpose(s)***

- Core Academic Instruction
- Enrichment

### ***Person(s) responsible for monitoring implementation of the strategy***

Sanon, Denise, [denise.sanon@palmbeachschools.org](mailto:denise.sanon@palmbeachschools.org)

### ***Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy***

Teachers will assess their students weekly based on the differentiated small groups. Teachers will keep records and analyze data at LTMs, common planning, and with the instructional coaches.

## **Student Transition and Readiness**

### **PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

### ***Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another***

At the end of the school year, the school holds a kindergarten round up event. At this event parents are informed of what they need to do in order to get their child ready for Kindergarten. They also get a look at the school and tour the classrooms. Kindergarten is a staggered start at the beginning of the

year. As well, many kids have been in VPK at Barton Elementary.

Lake Worth and Lantana Middle Schools visit Barton's fifth grade students to talk about the programs offered in middle school, as well as the structure and expectations of the school. Fifth grade students are provided the opportunity to visit local middle schools at the end of the year with their families.

They are able to speak to guidance counselors to discuss classes they may take in 6th grade. Fifth grade teachers fill out the choice programs for students in order to place them in the best fit courses. The fifth grade team leader also creates a graduation ceremony at the end of the year that is held at the local high school nearby.

### College and Career Readiness

*Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations*

*Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs*

*Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement*

*Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes*

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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#### Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Math and Science proficiency was a strength at Barton, however the gains in the lowest percentile fell in Math and Science. As well, Reading Proficiency and gains are a weakness.

### Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.



## School Improvement Goals

*The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.*

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If teachers collaborate regarding inclusive best practices, then student achievement will increase.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1. If teachers collaborate regarding inclusive best practices, then student achievement will increase.** 1a

**Targets Supported** 1b

G069947

Indicator	Annual Target
ELA/Reading Gains District Assessment	70.0
Math Gains District Assessment	80.0

**Resources Available to Support the Goal** 2

- Extended Hour - LLI, Shared Reading, Words Their Way
- Computer based programs - Imagine Learning, iReady
- Resource Teachers - Collaborate with classroom teachers to provide supplemental instruction - LLI
- Resource Room - grade level appropriate content area texts
- Oral Language Programs - Foundations, OLLIE,
- Adobe Connect
- Student Resources - Student Dictionaries, visuals (anchor charts), Learning Goal Scales
- District Support - Multicultural

**Targeted Barriers to Achieving the Goal** 3

- Teachers are not implementing effective ESOL strategies used in the classroom

**Plan to Monitor Progress Toward G1.** 8

FSQ, USA, diagnostics, FAIR, Palm Beach Performance Assessment, RRR

**Person Responsible**

Denise Sanon

**Schedule**

Biweekly, from 8/17/2015 to 8/17/2015

**Evidence of Completion**

diagnostics FAIR FSQ USA iObservation Reports from EDW Palm Beach Performance Assessment RRR iReady Reports Reading Plus Reports Imagine Learning Reports iStation Reports Lesson Plans Schedules RTI data

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** If teachers collaborate regarding inclusive best practices, then student achievement will increase. **1**

 G069947

**G1.B5** Teachers are not implementing effective ESOL strategies used in the classroom **2**

 B182054

**G1.B5.S1** The teachers will collaborate with classroom teachers to provide effective supplemental instruction to students. **4**

 S193724

### Strategy Rationale

To increase academic growth and proficiency in all content areas

### Action Step 1 **5**

The resource teachers will collaborate and plan with classroom teachers to provide effective instruction and ESOL strategies that will improve student growth and proficiency. Classroom instruction practices will follow the Lucy Calkins Units of Study

### Person Responsible

Alice Goodman

### Schedule

Daily, from 8/17/2015 to 6/2/2016

### Evidence of Completion

Growth according to the Early Literacy Indicators, OLLIE, Foundations, Units of Study Lesson Plans, FSQ data,

## Action Step 2 5

Teachers will implement Oral Language Strategies and Activities in small groups

### **Person Responsible**

Vikki Byrd

### **Schedule**

Daily, from 8/17/2015 to 6/2/2016

### **Evidence of Completion**

Early Literacy Data and RRR, OLLIE and Foundations data, RTI data

## Action Step 3 5

Data driven personnel decisions have been made by administration to ensure that all students are receiving the highest quality of effective instruction.

### **Person Responsible**

Denise Sanon

### **Schedule**

Daily, from 8/17/2015 to 6/2/2016

### **Evidence of Completion**

Assessment Data

## Action Step 4 5

Teachers will plan for, collect, and analyze evidence demonstrating growth and proficiency through the use of student portfolios, notebooks, and folders.

### **Person Responsible**

Shannon Stockman

### **Schedule**

Weekly, from 8/17/2015 to 6/2/2016

### **Evidence of Completion**

3-5 Portfolios; Schedules, Coaching Logs, LTM documentation, K-2 work samples

### Action Step 5 5

Students schedules are based on special programs and inclusive practices.

**Person Responsible**

Sandra Ramos

**Schedule**

Daily, from 8/17/2015 to 6/2/2016

**Evidence of Completion**

Schedules, IEP, LEP, SBT data

### Action Step 6 5

Students will attend math and reading fine arts rotations, including math lab/iReady and computer lab for Reading Plus, iStation, and Imagine Learning. The math resource teachers will work directly with students in small groups in the math lab daily.

**Person Responsible**

Naila Franklin-Jeune

**Schedule**

Daily, from 8/17/2015 to 6/2/2016

**Evidence of Completion**

Math Lab Reports, math lab lesson plans and schedules, iReady Reports, Reading Plus Reports, iStation Reports

### Action Step 7 5

Barton will utilize the parent resource room daily for training purposes and resources through the parent liaison.

**Person Responsible**

Scott McNichols

**Schedule**

Daily, from 8/17/2015 to 6/2/2016

**Evidence of Completion**

Sign in sheets, Parent University, Coffee With the Principal



## Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Walkthroughs

Observations

LTM

Data Analysis of FSQs, iReady, iStation, Reading Plus, Imagine Learning and RRR

Data Chats focusing on Domain 4

Common Planning

### Person Responsible

Denise Sanon

### Schedule

Weekly, from 8/17/2015 to 6/2/2016

### Evidence of Completion

iObservation, Reports from EDW, Performance Matters, Palm Beach Performance Assessment, RRR, iReady Reports, Reading Plus Reports, Imagine Learning Reports, iStation Reports, Lesson plans, schedules, Sign in sheets, Agendas

## Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Walkthroughs

Observations

LTM

Data Analysis of FSQs, iReady, iStation, Reading Plus, Imagine Learning and RRR

Data Chats focusing on Domain 4

Common Planning

### Person Responsible

Denise Sanon

### Schedule

Weekly, from 8/17/2015 to 6/2/2016

### Evidence of Completion

iObservation, Reports from EDW, Performance Matters, Palm Beach Performance Assessment, RRR, iReady Reports, Reading Plus Reports, Imagine Learning Reports, iStation Reports, Sign in sheets, Agendas, Lesson Plans

## Appendix 1: Implementation Timeline

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B5.S1.A1	The resource teachers will collaborate and plan with classroom teachers to provide effective instruction and ESOL strategies that will improve student growth and proficiency. Classroom instruction practices will follow the Lucy Calkins Units of Study	Goodman, Alice	8/17/2015	Growth according to the Early Literacy Indicators, OLLIE, Foundations, Units of Study Lesson Plans, FSQ data,	6/2/2016 daily
G1.B5.S1.A2	Teachers will implement Oral Language Strategies and Activities in small groups	Byrd, Vikki	8/17/2015	Early Literacy Data and RRR, OLLIE and Foundations data, RTI data	6/2/2016 daily
G1.B5.S1.A3	Data driven personnel decisions have been made by administration to ensure that all students are receiving the highest quality of effective instruction.	Sanon, Denise	8/17/2015	Assessment Data	6/2/2016 daily
G1.B5.S1.A4	Teachers will plan for, collect, and analyze evidence demonstrating growth and proficiency through the use of student portfolios, notebooks, and folders.	Stockman, Shannon	8/17/2015	3-5 Portfolios; Schedules, Coaching Logs, LTM documentation, K-2 work samples	6/2/2016 weekly
G1.B5.S1.A5	Students schedules are based on special programs and inclusive practices.	Ramos, Sandra	8/17/2015	Schedules, IEP, LEP, SBT data	6/2/2016 daily
G1.B5.S1.A6	Students will attend math and reading fine arts rotations, including math lab/ iReady and computer lab for Reading Plus, iStation, and Imagine Learning. The math resource teachers will work directly with students in small groups in the math lab daily.	Franklin-Jeune, Naila	8/17/2015	Math Lab Reports, math lab lesson plans and schedules, iReady Reports, Reading Plus Reports, iStation Reports	6/2/2016 daily
G1.B5.S1.A7	Barton will utilize the parent resource room daily for training purposes and resources through the parent liaison.	McNichols, Scott	8/17/2015	Sign in sheets, Parent University, Coffee With the Principal	6/2/2016 daily
G1.MA1	FSQ, USA, diagnostics, FAIR, Palm Beach Performance Assessment, RRR	Sanon, Denise	8/17/2015	diagnostics FAIR FSQ USA iObservation Reports from EDW Palm Beach Performance Assessment RRR iReady Reports Reading Plus Reports Imagine Learning Reports iStation Reports Lesson Plans Schedules RTI data	8/17/2015 biweekly
G1.B5.S1.MA1	Walkthroughs Observations LTM Data Analysis of FSQs, iReady, iStation, Reading Plus, Imagine Learning and RRR Data Chats focusing on Domain 4 Common Planning	Sanon, Denise	8/17/2015	iObservation, Reports from EDW, Performance Matters, Palm Beach Performance Assessment, RRR, iReady Reports, Reading Plus Reports, Imagine Learning Reports, iStation Reports, Sign in sheets, Agendas, Lesson Plans	6/2/2016 weekly
G1.B5.S1.MA1	Walkthroughs Observations LTM Data Analysis of FSQs, iReady, iStation, Reading Plus, Imagine Learning and RRR Data Chats focusing on Domain 4 Common Planning	Sanon, Denise	8/17/2015	iObservation, Reports from EDW, Performance Matters, Palm Beach Performance Assessment, RRR, iReady Reports, Reading Plus Reports, Imagine Learning Reports, iStation Reports, Lesson plans, schedules, Sign in sheets, Agendas	6/2/2016 weekly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** If teachers collaborate regarding inclusive best practices, then student achievement will increase.

**G1.B5** Teachers are not implementing effective ESOL strategies used in the classroom

**G1.B5.S1** The teachers will collaborate with classroom teachers to provide effective supplemental instruction to students.

### PD Opportunity 1

The resource teachers will collaborate and plan with classroom teachers to provide effective instruction and ESOL strategies that will improve student growth and proficiency. Classroom instruction practices will follow the Lucy Calkins Units of Study

#### Facilitator

Alice Goodman

#### Participants

All teachers

#### Schedule

Daily, from 8/17/2015 to 6/2/2016

### PD Opportunity 2

Teachers will implement Oral Language Strategies and Activities in small groups

#### Facilitator

Vikki Byrd

#### Participants

ESOL teachers, Selected teachers

#### Schedule

Daily, from 8/17/2015 to 6/2/2016

### PD Opportunity 3

Data driven personnel decisions have been made by administration to ensure that all students are receiving the highest quality of effective instruction.

**Facilitator**

Administration

**Participants**

All teachers

**Schedule**

Daily, from 8/17/2015 to 6/2/2016

### PD Opportunity 4

Teachers will plan for, collect, and analyze evidence demonstrating growth and proficiency through the use of student portfolios, notebooks, and folders.

**Facilitator**

Shannon Stockman; Vikki Byrd; Andrea Morgan; Naila Franklin

**Participants**

All teachers

**Schedule**

Weekly, from 8/17/2015 to 6/2/2016

### PD Opportunity 5

Students schedules are based on special programs and inclusive practices.

**Facilitator**

Sandra Ramos, Alice Goodman

**Participants**

All teachers

**Schedule**

Daily, from 8/17/2015 to 6/2/2016

## **PD Opportunity 6**

Students will attend math and reading fine arts rotations, including math lab/iReady and computer lab for Reading Plus, iStation, and Imagine Learning. The math resource teachers will work directly with students in small groups in the math lab daily.

### **Facilitator**

John Demo; Naila Franklin; Shannon Stockman; Andrea Morgan

### **Participants**

All teachers

### **Schedule**

Daily, from 8/17/2015 to 6/2/2016

## Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

### Budget

#### Budget Data

1	G1.B5.S1.A1	The resource teachers will collaborate and plan with classroom teachers to provide effective instruction and ESOL strategies that will improve student growth and proficiency. Classroom instruction practices will follow the Lucy Calkins Units of Study				\$16,584.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0741 - Barton Elementary School	Title I Part A		\$5,654.00
			Notes: Travel to TC includes registration, hotels, airfare, meals, and travel expenses			
			0741 - Barton Elementary School	Title I Part A		\$10,930.00
			Notes: Classroom supplies to include paper and ink for classroom use, post it notes, chart paper, markers, twin pocket folders, classroom libraries, highlighters, notebooks, science studies weekly, consumable science materials, index cards, pencils			
2	G1.B5.S1.A2	Teachers will implement Oral Language Strategies and Activities in small groups				\$47,146.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0741 - Barton Elementary School	Title I Part A		\$35,946.00
			Notes: 0.5 Resource teacher			
			0741 - Barton Elementary School	Title I Part A		\$6,700.00
			Notes: Foundations for first grade			
			0741 - Barton Elementary School			\$4,500.00
			Notes: LLI Kit			
3	G1.B5.S1.A3	Data driven personnel decisions have been made by administration to ensure that all students are receiving the highest quality of effective instruction.				\$39,126.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0741 - Barton Elementary School	Title I Part A		\$35,946.00
			Notes: .5 LTF			
			0741 - Barton Elementary School	Title I Part A		\$3,180.00
			Notes: PD subs			

## Budget Data

<b>4</b>	<b>G1.B5.S1.A4</b>	<b>Teachers will plan for, collect, and analyze evidence demonstrating growth and proficiency through the use of student portfolios, notebooks, and folders.</b>				<b>\$35,706.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0741 - Barton Elementary School	Title I Part A		\$360.00
			<i>Notes: Printer for the math coach</i>			
			0741 - Barton Elementary School	Title I Part A		\$32,504.00
			<i>Notes: 0.5 Math Coach</i>			
			0741 - Barton Elementary School			\$320.00
			<i>Notes: PD supplies include binders, dividers, chart paper, post it notes, paper and ink for EDW reports</i>			
			0741 - Barton Elementary School	Title I Part A		\$2,522.00
			<i>Notes: Part time in system and benefits for tutorial teachers</i>			
<b>5</b>	<b>G1.B5.S1.A5</b>	<b>Students schedules are based on special programs and inclusive practices.</b>				<b>\$35,946.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0741 - Barton Elementary School	Title I Part A		\$35,946.00
			<i>Notes: 0.5 Resource Teacher</i>			
<b>6</b>	<b>G1.B5.S1.A6</b>	<b>Students will attend math and reading fine arts rotations, including math lab/ iReady and computer lab for Reading Plus, iStation, and Imagine Learning. The math resource teachers will work directly with students in small groups in the math lab daily.</b>				<b>\$120,171.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0741 - Barton Elementary School	Title I Part A		\$65,008.00
			<i>Notes: 1.0 Math Resource Teacher</i>			
			0741 - Barton Elementary School	Title I Part A		\$32,504.00
			<i>Notes: 0.5 Math Resource Teacher</i>			
			0741 - Barton Elementary School	Title I Part A		\$10,500.00
			<i>Notes: Reading Plus</i>			
			0741 - Barton Elementary School	Title I Part A		\$12,159.00
			<i>Notes: iReady (online subscription and consumables)</i>			

Budget Data						
7	G1.B5.S1.A7	Barton will utilize the parent resource room daily for training purposes and resources through the parent liaison.				\$42,256.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0741 - Barton Elementary School	Title I Part A		\$39,256.00
			<i>Notes: Community Resource Person</i>			
			0741 - Barton Elementary School	Title I Part A		\$3,000.00
			<i>Notes: Student Agendas, Food and Materials for parent trainings, paper and ink for communication, Materials for parent trainings to include folders, pens, pencils, take home books, chart paper, and laminating film.</i>			
					<b>Total:</b>	<b>\$336,935.00</b>