The School District of Palm Beach County

Equestrian Trails Elementary

2015-16 School Improvement Plan

Equestrian Trails Elementary

9720 STRIBLING WAY, Wellington, FL 33414

www.edline.net/pages/equestrian_trails_elementary

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	24%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	53%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	A

*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.

Table of Contents

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	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

It is the mission of Equestrian Trails Elementary School to prepare all students for the future by providing a rigorous curriculum to achieve academic excellence and personal growth in a safe and positive learning environment.

Provide the school's vision statement

To achieve this mission, we believe in having a growth mindset and to function as a professional learning community.

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
• History of Africans and African Americans
• Hispanic Contributions
• Women's Contributions
• Sacrifices of Veterans
Equestrian Trails Elementary believes in a Single School Culture with an appreciation for multicultural diversity. We focus our learning team meetings, faculty meetings and professional development around academics, behavior, climate and data. Staff follows Marzano's approach for academics and we ensure every student has an equal opportunity for an outstanding education . Teachers attend weekly learning team meetings where student work and assessments are analyzed to determine areas of strengths and weaknesses to drive reteach instruction. Teachers also attend weekly collegial planning providing opportunities for teachers to collaborate thereby developing more rigorous lessons For our behavior plan, we have a School-wide Positive Behavior Plan that addresses clear behavior expectations in every part of the school day and area of the school. The school integrates Single School Culture by sharing our Universal Guidelines for Success, following
our Behavioral Matrix and Teaching Expected Behaviors, communicating with parents, and Monitoring SwPBS. The school updates Action Plans during Leadership and Grade Level Team Meetings, instilling an appreciation for multicultural diversity through its anti-bullying campaign, structured lessons, and implementation of SwPBS programs such as "Be the Three", where students earn tickets. Positive school-wide behavior is implemented through the use of C.H.A.M.P.S. The staff has devised a set of expectations for student behavior in the classroom, cafeteria, hallways, etc.We also create a positive environment with mutual respect for students, building relationships between teachers and students. We believe in a warm, friendly climate. Principal ensures that relationship-building is a clear priority and engages community stakeholders (i.e.parents, students, teachers, school counselors, etc.) in assessing the current state of the cultural awareness and student-teacher relationships. Our guidance counselor will implement evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice / equity gaps. Brainstorm with faculty members methods we will use in the first days of school to set a positive tone and clarify the values that will guide interpersonal interaction between students and between the teacher and students.

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

We provide professional development on social-emotional learning (i.e. learning strategies, social skills, and self-management skills) and its relationship to creating a positive, caring and supportive school community. Include examples of core (classroom guidance) and supplemental (solution focused small group counseling) supports.

We create or enhance a college-going culture through the Eight Components of College and Career Readiness (developing aspirations, academic planning, enrichment and extracurricular engagement, college and career exploration and selection, college and career assessments, affordability planning, admissions and transitions into postsecondary)

We articulate, demonstrate, and teach the specific practices that reflect the application of the school's SwPBS Universal Guidelines to the contexts students will encounter before/during/after school

•Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/ civil rights policies;

•Involve non-instructional staff, including office staff, bus drivers, cafeteria personnel, and after-school personnel in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors;

•Provide professional development in methods of respectfully and effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior at the classroom and administrative levels;

•Create methods/formats where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported. We do this through our "Be the 3" Assemblies which focus on "Be Kind, Be Respectful and Be Responsible."

Our school will infuse the content required by Florida Statutes, Section 1003.4205, as applicable to appropriate situations, including but not limited to Disability Awareness. We ensure all SWD are equally recognized in all awards and programs and are able to participate in all clubs and school activities.

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

• Universal Guidelines and behavior matrix taught twice a year to ensure students are aware of school expectations.

• SwPBS team reviews classroom data to ensure students are engaged while in class. Maintain a minimum of a 4:1 ratio of positive interactions (RPI) to ensure students remain engaged during instructional time.

• Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity

• Make references to Universal Guidelines and behavioral expectations when providing students with positive feedback ("You were responsible when you returned your library book on time.")

• Class meetings will occur on a frequent basis to include student feedback.

• School-wide recognition system is in place;

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

• Operational school based team that meets weekly to discuss students with barriers to academic and social success;

• We will develop a Check-in/Check-out, Check and Connect utilized with students in need of positive adult interactions and positive feedback throughout the school day.

• We will provide instruction and various campus activities that address social/emotional needs of

students;
• We will develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to: (1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), (2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and (3) Evaluate your intervention and evolve (Evaluation).
• Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). Utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.

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?
No

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

Description

• Soliciting feedback from parents regarding their comfort level in contacting teachers and administrators with questions or problems. We do this through SAC and our Coffee Club that meets once a month.
• During Open House, curriculum night, etc. ensure non-threatening methods of introducing parents to teachers and administrators;
• Offer fun, interactive tutorials to parents who are unfamiliar with EdLine and other forms of educational technology;
• Communicate classroom and school news to parents; Classroom and School Newsletters
• Offer Professional Development concerning effective strategies for conducting supportive and effective parent phone calls and face-to-face meetings;
• Create the formats for inviting parent participation in the cultural education process;
• Positive notes, letters, phone calls home
• Learning opportunities and resources are provided to families of SWDs as a result of needs assessments (ESE Parent Survey, BPIE, etc.) and student data.• BPIE assessment results, the School Improvement Plan (SIP) and subsequent reports of progress toward implementing inclusive practices are disseminated to families, school district personnel, and community members annually.

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

The school has partnered with the Village of Wellington. Community leaders help to support our school being a Green School of Excellence as well as a grant to help our students achieve proficiency in reading and math. We also have established relationships with community businesses to provide resources to our students to enhance their learning and promote student achievement.

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
Johnson, Michele	Principal
D'Aqui, Antonietta	Assistant Principal
Becker, Linda	Teacher, K-12
Crane, Tim	Teacher, K-12
Fahnoe, Amy	Teacher, K-12
Franks, Beth	Teacher, K-12
Pavlovics, Sara	Teacher, ESE
Smith, Donna	Teacher, K-12
Maffetone, Jessica	Teacher, K-12
Giamatt, Sandra	Teacher, K-12
Martin, Suzan	Teacher, K-12
Esopakis, Maria	Teacher, K-12

Duties

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

General Education Teachers (Primary and Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Administration: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Technology Specialist: Develops s technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

The team works together to develop, lead, and evaluate school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches.Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and
implementation monitoring.

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

The school uses the tiered model of delivery. Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Our school integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavioral Matrix and teaching expected behaviors, communicating with parents, and Monitoring SwPBS. We update our Action Plans during Learning Team Meetings. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SwPBS programs.

Our leadership team also looks at curriculum, standards and resources to align professional development and spend any funding.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Elizabeth Richards	Teacher
Michele Johnson	Principal
	Student
Kasey Fishman	Parent
Maria St.John	Parent
Elizabeth Petlev	Parent
Jackie Vega	Business/Community
Amy Watt	Teacher
Dorneth Weir	Parent
Stuart Mears	Business/Community
Jennifer Diaz	Parent
Cheryl Dubrin	Parent
Stefanie Riley	Parent
Cristina Honeycutt	Parent
Jennifer Kelman	Parent
Louis Eisenberg	Parent
Michele Kane	Parent
Lisa Mears	Parent
Enis Mehdi	Parent
Liza Asch	Teacher
Giedre Priddy	Parent
Sheree Tortora	Parent
Karen Revington	Parent
	Student
Kate Lewis	Parent
Anandhi Ranganthan	Parent
Michael Ellis	Parent
Sarah Hansen	Parent
Jamie Dinow	Parent
Karen Schuhle	Teacher
Sara Pavlovics	Education Support Employee
Victoria Stedt	Teacher
Cheryl Claton-McGriff	Parent
Neeraj Mendriatta	Parent

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

SAC reviewed last year's school improvement plan, trends from FCAT Reading, Writing and Math for the past 3 years, as well as FY15 Science FCAT results. SAC used that data to develop SIP goals and to determine which areas needed improvement.

Development of this school improvement plan

Using data, SAC members devised goals and action plans to meet goals in each specific area on the SIP.

Preparation of the school's annual budget and plan

SAC looked at goals to determine which areas they could allocate funds for various professional development training and materials needed. They then voted on final approval.

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

ESE Training for Speech and Language Pathologist - $400
Integration of Common Core into Physical Education Training - $500
Instructional Materials for our lowest 25% - $500

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

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Johnson, Michele	Principal
D'Aqui, Antonietta	Assistant Principal
Della Pietra, Tracy	Teacher, K-12
Maffetone, Jessica	Teacher, K-12
Crane, Tim	Teacher, K-12
Brady, Michel	Teacher, K-12
Martin, Suzan	Teacher, K-12
Tolley, Tamara	Teacher, K-12
Cornelius, Joelle	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Our Literacy Team Members attend district training and meet in grade level teams and during professional development to share information and strategies with the staff in all components of literacy.
The team works with the adopted reading materials and units of study to create lessons, choose materials and modify for out students.
The team continually meets to go over state standards to determine what needs to be taught at each grade level and create assessments that mirror district and state assessments.

This group of professionals is comprised of leaders in literacy. This team may include a literacy leader from each grade level, a reading coach, a representative from ESOL, a representative from ESE, and both administrators. The team uses data to establish the literacy goals for that school year. Once the goals have been established, the team creates a plan of action and may meet monthly, (more if necessary) to assess progress towards accomplishing the goals. The team may promote and support literacy in a variety of ways: through literacy nights, professional development, leaders coaching and/ or modeling, summer literacy plans, addressing scheduling concerns, providing instructional and student resources and materials, and other initiatives.

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

One venue for encouraging positive working relationships with teachers is participation in Learning Team Meetings. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.
• Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration. • Collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans and monitored regularly by school administrators.

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

Equestrian Trails uses the Department of Recruitment and Retention for advice on all hiring and placement procedures. We also solicit referrals from current employees. After hiring, we make sure new teachers attend all new teacher training and any professional development needed. To help new teachers get acclimated to our school, we pair the new teacher with a veteran teacher. The veteran teacher goes over school policies, gives school tour and helps them set up their classroom. We then provide regular meeting time, so that the new teacher can observe other classroom teachers and mentor can observe and provide guidance to new teacher.
• School administrators use job interview questions to appraise an applicant's knowledge and beliefs pertaining to diversity and inclusive practices, as applicable to the position.

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

New teachers whether new to teaching or new to school are partnered with a veteran teacher that teaches the same grade or subject areas. Both are given time to plan, observe and reflect. Studies show that teachers that feel supported and are given the tools needed stay in the profession and remain at the school. New teachers need to be given the time to meet with the veteran teacher regularly, observe mentor as well as other veteran teachers and the time to reflect on new learnings.
All first year teachers are participating in the Educator Support Program (ESP). ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback.
ESP, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional

strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.

School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.

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

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

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

We use the RtI process, the use of tutorials, the use of intensive reading, or the use of small group instruction.
The school ensures every teacher contributes to literacy improvement of every student by:
•Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
•Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
•Creating a schedule with an uninterrupted 90 minute reading block
•Providing iii instruction based on student needs
•Providing instruction aligned with the Language Arts Florida Standards for their grade level
•Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
•Administering assessments which measure instructed standards
•Monitoring progress at the class and grade level during Learning Team Meetings
•Conducting data chats with students
•Creating units of study based on current data
•Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
•Students self-selecting texts based on RRR levels
•Students receiving push-in/pull out services for ESE/ELL
•Providing LLI (Leveled Literacy Intervention) instruction
• Strategic Instructional Model is used in Learning Strategy classrooms
• Integrating accommodations into Lesson Plans
• Universal Design for Learning

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: After School Program

Minutes added to school year: 5,400

STEAM Activities

Strategy Rationale

To provide enrichment in the areas of math and science during our After school program to engage student and further their understanding in these core areas.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Stedt, Victoria, victoria.stedt@palmbeachschools.org

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

The teachers implementing the program gather data from the students in the classroom on FCAT, Diagnostics, RR and grades.

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

We have a Kindergarten Round Up for parents discussing expectations of school and kindergarten. Students are then pre-screened prior to the first day of kindergarten.
Guidance Counselor meets with parents and students to discuss middle school choices and help prepare applications. Guidance Counselor also works with middle school to transition students smoothly.

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.

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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If we provide LTM time for ESE and Regular Ed teachers to collaboratively and effectively plan using differentiated research based strategies, our ESE student's ELA proficiency will increase.

G2.   If we unpack the standards, create scales and use differentiated research based strategies, our students ELA proficiency will increase.

G3.   If we provide specific professional development in writing aligned to the new state standards and teachers understand how to instruct students on how to read and comprehend a variety of texts in order to write a response, then our students ELA proficiency 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 we provide LTM time for ESE and Regular Ed teachers to collaboratively and effectively plan using differentiated research based strategies, our ESE student's ELA proficiency will increase. 1a

🔑 G074908

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	53.0

Resources Available to Support the Goal 2

- Substitute Teacher Funds

Targeted Barriers to Achieving the Goal 3

- Common Planning Time

Plan to Monitor Progress Toward G1. 8

ELA data will be pulled to monitor growth of ESE students

Person Responsible
Antonietta D'Aqui

Schedule
Monthly, from 10/1/2015 to 5/27/2016

Evidence of Completion
Data collected through EDW and Data Chats with Teachers

G2. If we unpack the standards, create scales and use differentiated research based strategies, our students ELA proficiency will increase. `1a`

🔍 G074909

Targets Supported `1b`

Indicator	Annual Target
FSA English Language Arts - Achievement	62.0

Resources Available to Support the Goal `2`

- Florida Standards
- Literacy Coaches from district and one teacher per grade level attending literacy roll out trainings
- Learning Team Meetings

Targeted Barriers to Achieving the Goal `3`

- Deep Understanding of the Florida Standards and how to write appropriate scales.

Plan to Monitor Progress Toward G2. `8`

Lesson Plans, i-Observation Data and EDW reports will be used to monitor progress.

Person Responsible
Michele Johnson

Schedule
Monthly, from 9/21/2015 to 5/27/2016

Evidence of Completion
Diagnostics, Running Records, Lesson Plans and i-Observation Data

G3. If we provide specific professional development in writing aligned to the new state standards and teachers understand how to instruct students on how to read and comprehend a variety of texts in order to write a response, then our students ELA proficiency will increase. `1a`

🔍 `G074910`

Targets Supported `1b`

Indicator	Annual Target
FSA English Language Arts - Achievement	62.0

Resources Available to Support the Goal `2`

- Professional Development
- Tutorial Program

Targeted Barriers to Achieving the Goal `3`

- New State Assessment incorporating Reading with Writing

Plan to Monitor Progress Toward G3. `8`

Data from writing assessments in the classroom, diagnostic tests and walk-through data will be monitored for progress.

Person Responsible

Michele Johnson

Schedule

Monthly, from 9/21/2015 to 3/31/2016

Evidence of Completion

Evidence from writing assessments both in the classroom and district made will be monitored to ensure students are becoming proficient and learning gains are being made.

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 we provide LTM time for ESE and Regular Ed teachers to collaboratively and effectively plan using differentiated research based strategies, our ESE student's ELA proficiency will increase. `1`

🔑 G074908

G1.B1 Common Planning Time `2`

🔑 B195658

G1.B1.S1 Administration will create a schedule monthly for ESE and Regular Education students to have an extended time to plan effectively. `4`

🔑 S207337

Strategy Rationale

Having common planning time will provide for strategic development of lesson plans to include appropriate differentiated instruction practices.

Action Step 1 `5`

Administration will create planning time schedule

Person Responsible

Michele Johnson

Schedule

Monthly, from 10/1/2015 to 5/27/2016

Evidence of Completion

Classroom Walk-throughs, data from observations and students' assessment performance

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Data from EDW, Performance Matters and Class Assessments along with observations

Person Responsible

Antonietta D'Aqui

Schedule

Monthly, from 10/1/2015 to 5/27/2016

Evidence of Completion

Data from EDW and i-Observation

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Pulling monthly assessment data on ESE students

Person Responsible

Michele Johnson

Schedule

Monthly, from 10/1/2015 to 5/27/2016

Evidence of Completion

i-Observation and EDW Data

G2. If we unpack the standards, create scales and use differentiated research based strategies, our students ELA proficiency will increase. 1

G074909

G2.B1 Deep Understanding of the Florida Standards and how to write appropriate scales. 2

B195659

G2.B1.S1 All teachers will have training on unpacking the standards and writing scales. 4

S207338

Strategy Rationale

Teachers need to have a deep understanding of Florida Standards and be able to write lesson plans based on foundational skills needed to reach proficiency.

Action Step 1 5

Teachers will attend professional development on unpacking the standards and writing scales.

Person Responsible

Michele Johnson

Schedule

Monthly, from 9/21/2015 to 5/27/2016

Evidence of Completion

PD Sign In Sheet and Lesson Plans

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Administrators will collect lesson plans and conduct observations.

Person Responsible

Michele Johnson

Schedule

Weekly, from 9/21/2015 to 5/27/2016

Evidence of Completion

Walk-throughs and Running Record and Diagnostic Data

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Lesson Plans will be collected, classroom walk-throughs will be conducted and data will be discussed at LTM's.

Person Responsible

Antonietta D'Aqui

Schedule

Monthly, from 9/28/2015 to 5/27/2016

Evidence of Completion

Lesson plans, LTM Agendas, EDW and i-Observation Data

G3. If we provide specific professional development in writing aligned to the new state standards and teachers understand how to instruct students on how to read and comprehend a variety of texts in order to write a response, then our students ELA proficiency will increase. 1

G074910

G3.B1 New State Assessment incorporating Reading with Writing 2

B195660

G3.B1.S1 Provide Professional Development and Learning Team Meetings for Teachers to Plan for incorporating reading and writing into all subject areas. 4

S207339

Strategy Rationale

Students will need to be able to read a variety of texts and comprehend in order to write a response.

Action Step 1 5

Professional Development days will focus on understanding the standards, planning for instruction and using new rubric to score writing.

Person Responsible

Michele Johnson

Schedule

Biweekly, from 8/31/2015 to 3/31/2016

Evidence of Completion

Writing Samples will be collected, Walk-through Data and Agendas from meetings

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Administration Walk-Throughs, data collection and collaboration during LTM's

Person Responsible

Antonietta D'Aqui

Schedule

Biweekly, from 9/21/2015 to 3/31/2016

Evidence of Completion

Writing Samples, Data from Walk-Throughs and Lesson Plan Books

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Administration will collect data from writing samples, diagnostic testing and writing assessments to monitor.

Person Responsible

Michele Johnson

Schedule

Monthly, from 9/21/2015 to 3/31/2016

Evidence of Completion

Evidence will be collected from lesson plans, student proficiency on diagnostic testing and writing samples

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.B1.S1.A1	Administration will create planning time schedule	Johnson, Michele	10/1/2015	Classroom Walk-throughs, data from observations and students' assessment performance	5/27/2016 monthly
G2.B1.S1.A1	Teachers will attend professional development on unpacking the standards and writing scales.	Johnson, Michele	9/21/2015	PD Sign In Sheet and Lesson Plans	5/27/2016 monthly
G3.B1.S1.A1	Professional Development days will focus on understanding the standards, planning for instruction and using new rubric to score writing.	Johnson, Michele	8/31/2015	Writing Samples will be collected, Walk-through Data and Agendas from meetings	3/31/2016 biweekly
G1.MA1	ELA data will be pulled to monitor growth of ESE students	D'Aqui, Antonietta	10/1/2015	Data collected through EDW and Data Chats with Teachers	5/27/2016 monthly
G1.B1.S1.MA1	Pulling monthly assessment data on ESE students	Johnson, Michele	10/1/2015	i-Observation and EDW Data	5/27/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Data from EDW, Performance Matters and Class Assessments along with observations	D'Aqui, Antonietta	10/1/2015	Data from EDW and i-Observation	5/27/2016 monthly
G2.MA1	Lesson Plans, i-Observation Data and EDW reports will be used to monitor progress.	Johnson, Michele	9/21/2015	Diagnostics, Running Records, Lesson Plans and i-Observation Data	5/27/2016 monthly
G2.B1.S1.MA1	Lesson Plans will be collected, classroom walk-throughs will be conducted and data will be discussed at LTM's.	D'Aqui, Antonietta	9/28/2015	Lesson plans, LTM Agendas, EDW and i-Observation Data	5/27/2016 monthly
G2.B1.S1.MA1	Administrators will collect lesson plans and conduct observations.	Johnson, Michele	9/21/2015	Walk-throughs and Running Record and Diagnostic Data	5/27/2016 weekly
G3.MA1	Data from writing assessments in the classroom, diagnostic tests and walk-through data will be monitored for progress.	Johnson, Michele	9/21/2015	Evidence from writing assessments both in the classroom and district made will be monitored to ensure students are becoming proficient and learning gains are being made.	3/31/2016 monthly
G3.B1.S1.MA1	Administration will collect data from writing samples, diagnostic testing and writing assessments to monitor.	Johnson, Michele	9/21/2015	Evidence will be collected from lesson plans, student proficiency on diagnostic testing and writing samples	3/31/2016 monthly
G3.B1.S1.MA1	Administration Walk-Throughs, data collection and collaboration during LTM's	D'Aqui, Antonietta	9/21/2015	Writing Samples, Data from Walk-Throughs and Lesson Plan Books	3/31/2016 biweekly

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.

G2. If we unpack the standards, create scales and use differentiated research based strategies, our students ELA proficiency will increase.

G2.B1 Deep Understanding of the Florida Standards and how to write appropriate scales.

G2.B1.S1 All teachers will have training on unpacking the standards and writing scales.

PD Opportunity 1

Teachers will attend professional development on unpacking the standards and writing scales.

Facilitator

District Facilitator and Administration

Participants

All teachers

Schedule

Monthly, from 9/21/2015 to 5/27/2016

G3. If we provide specific professional development in writing aligned to the new state standards and teachers understand how to instruct students on how to read and comprehend a variety of texts in order to write a response, then our students ELA proficiency will increase.

G3.B1 New State Assessment incorporating Reading with Writing

G3.B1.S1 Provide Professional Development and Learning Team Meetings for Teachers to Plan for incorporating reading and writing into all subject areas.

PD Opportunity 1

Professional Development days will focus on understanding the standards, planning for instruction and using new rubric to score writing.

Facilitator

Area Writing Specialists

Participants

All teachers

Schedule

Biweekly, from 8/31/2015 to 3/31/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Administration will create planning time schedule				$0.00
2	G2.B1.S1.A1	**Teachers will attend professional development on unpacking the standards and writing scales.**				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			3341 - Equestrian Trails Elementary	Other		$0.00
3	G3.B1.S1.A1	**Professional Development days will focus on understanding the standards, planning for instruction and using new rubric to score writing.**				$0.00
					Total:	$0.00