

The School District of Palm Beach County

Verde K 8



2016-17 Schoolwide Improvement Plan

Verde K 8

3300 N MILITARY TRAIL, Boca Raton, FL 33431

<https://vrde.palmbeachschools.org>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Combination School KG-8</p>	<p>2015-16 Title I School</p> <p>No</p>	<p>2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>41%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>51%</p>

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	A	A*	A	A

**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 11/16/2016.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of “Planning” or “Implementing” or a monitoring status of "Former F." These statuses are based on a school’s grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school’s improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in “Implementing” status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Verde K 8

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Verde is committed to providing a world class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills and ethics required for responsible citizenship and productive careers.

b. Provide the school's vision statement.

Verde Elementary envisions a dynamic collaborative multi-cultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

2. School Environment

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

Academically, our school infuses 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- (Fifth grade Safety Patrol students visit the Holocaust Museum in Washington, D.C. in January)
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans
- National Holidays
- Art History (Students participate in the District's art fair)

In addition, teachers embed cultural activities within curriculum and daily course work (e.g., reading selections, writing prompts).

Behaviorally, Verde recognizes and promotes differences among all students. Verde utilizes the school-wide positive behavior program to enhance the morale of the school. The school has a "S.P.A.R.K." committee consisting of teachers, staff and PTA which contributes to the success of the program. The S.P.A.R.K. committee provides updated information monthly at staff meetings. Data drives the updates of the committee and determines what areas need more consideration to develop the most positive environment. Students are recognized for their positive behavior by all adults on campus and are recognized on a daily basis.

Verde strives to recognize the successes of all students and staff, promoting a positive climate. School-wide events engage all stakeholders including the SAC, the PTA and the aftercare program. The PTA is an extremely supportive organization that contributes to the positive climate of the school, while encouraging the community to participate in school events.

The school encourages the sharing of short, effective strategies for actualizing Marzano's Design Question 8: Establishing and Maintaining Effective Relationships with Students.

Staff attend weekly Professional Learning Community Meetings, to support their work towards a Single School Culture for Academics, where they analyze strengths and weaknesses to drive instruction, unpack standards to ensure rigorous instruction, and share strategies for corrective instruction.

Staff also attend District provided Professional Development on multicultural offerings; along with planning a multicultural day in May to be celebrated with students.

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

Students feel safe and respected in all areas of the school and in all settings throughout the day. The school supports students in a variety of ways. Verde provides guidance in small group settings, individual meetings based on needs for each student, and as a class as well as to parents when necessary. In 2015-2016, we added an ESOL guidance counselor to work with our ELL students and their families.

The students participate in extra curricular activities which promote both academic and social growth. These activities are offered after school, through clubs and SACC. In addition, our SACC students will be participate in projects to promote world-wide knowledge as well as STEM initiatives.

The students articulate, demonstrate and follow the practices of our S.P.A.R.K. SwPBS program. Students are identified through the S.P.A.R.K. program for being Safe, Accountable, Respectful and Kind. They are monitored and rewarded for displaying these behaviors. All students can earn S.P.A.R.K. tickets, which in turn, provide them with the opportunity to be recognized on our weekly announcements. Each week, six to ten students will receive a recognition certificate, prize from our "Wheel-of-Fortune," and a free pizza from one of our business partners. Their pictures are also displayed for all students to see in the cafeteria. These behaviors are expected to be followed on campus at all times and off campus too! The staff and students are able to communicate and reward the positive behaviors noticed and then determine appropriate ways to address the negative. Our SwPBS committee meets together monthly to enhance the program.

We also hold "School-wide Positive Behavior" assemblies and parent information sessions two times throughout the school year. This allows us to review our expectations with both students and all community stakeholders.

During the 2016-2017 school year, we will be partnering with Kidsafe to provide all Kindergarten students with skills to help deal with internet dangers, bullying issues, and learning the reasons it is always important to talk to a trusted adult. KidSafe will also provide parent seminars on the same topics, and in addition, how to help prevent sexual abuse.

All students have the opportunity to earn and be recognized at our trimester academic award assemblies. These assemblies recognize students for their outstanding academic achievements and positive social interactions. In 2016-2017, all students will be recognized during the third trimester, in May 2017, with our Literacy Celebration, which is held in individual teacher classrooms.

Administration provides professional development through the Marzano DQ Domain 4 to improve collegiality promoting a positive environment. In addition there are pre and post conferences between the administration and the teachers to determine and provide the most productive and supportive process of instruction.

c. 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.

The school has a well established and elaborate SwPBS program called S.P.A.R.K. The matrix of behavior expectations is taught to both the students and the families at pep rallies, assemblies and in the classroom.

The S.P.A.R.K. SwPBS team reviews classroom data to ensure students are engaged while in class and during instructional time. It ensures differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity by displaying and discussing the learning goals and reviewing them at the end of each lesson.

The teachers and staff consistently make references to S.P.A.R.K. expectations when providing students with positive feedback and ways to enhance their S.P.A.R.K. behaviors. Students participate and give feedback and students are recognized in the class, and school-wide weekly on our Verde TV.

The guidance counselors have developed and implement a differentiated system of school

counseling services with dedicated time for the core classroom guidance instruction on developing the Behavior Standards: Learning Strategies, Self-Management Skills, and Social Skills that contribute to student engagement leading to improved academic achievement resulting in college-career readiness.

Last year, Verde received recognition as a "Silver level" model school for SwPBS.

All school personnel is trained yearly on our Universal Behavior Matrix and with our school-wide expectations of the support program.

d. 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.

Verde ensures the social-emotional needs of all students are being met through a variety of services. The operational school based team meets weekly to discuss students with barriers to academic and social success; Mentors are assigned to students identified with concerns; Teachers have a student buddy to Check and Connect because they are in need of positive adult interactions and positive feedback throughout the school day. The school has agencies who have Cooperative Agreements and are on campus.

In addition, Verde engages with identified staff (i.e. school counselor, school-based team leader, ESE and ESOL) 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.

3. Early Warning Systems

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

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

Verde uses SAGES, TERMS and EDW to identify student absences, behavioral, and academic concerns. Students who have missed 10 days of school are identified and a contact is made with families. Then, after 15 days, the family is requested to meet with the administration to determine a course of action that will help the families benefit by getting their children to school. Teachers are involved in the decision making process, contacting parents and the determined plan of action.

Suspensions are not a large issue at Verde but when it is a recurring situation, each student situation is dealt with specifically.

Students referred to School Based Team are assessed to determine if the academic process is hindered by their attendance or the behaviors.

Students below grade level are identified through the EDW for both state and county standardized assessments in both Math and Language Arts.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	21	17	18	21	14	19	0	0	0	0	0	0	0	110
One or more suspensions	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	19	56	24	57	60	37	0	0	0	0	0	0	0	253
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	8	7	9	11	5	7	0	0	0	0	0	0	0	47

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

Students are identified from the data collected from the EDW reports. This data then determines the students that would receive iii, SAI, tutorials, LLI, Foundations, Wilson and other services. Parents are notified and sign a Progress Monitoring Plan throughout this process. Students are then brought to the School Based Team to start the Response to Intervention Process. This occurs for all students in the school regardless of the amount of their early warning indicators. After going through the Tiers at each level, students may then be brought to the Child Study Team.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

Verde solicits feedback from parents regarding their comfort level in contacting teachers and administrators with questions or problems through the PTA. During Open House, curriculum night, family nights and Verde nights out we ensure non-threatening methods of introducing parents to teachers and administrators;

Verde staff offers interactive tutorials to parents who are unfamiliar with EdLine and other forms of educational technology.

Verde communicates classroom and school news to parents through newsletters, ParentLink updates, Twitter, and Edline.

Verde offers Professional Development for beginning teachers with many Verde essentials. These meetings include effective strategies for conducting supportive and effective parent phone calls and face-to-face meetings as well as documenting everything effectively.

Verde always sends positive notes, letters and phone calls home.

Verde has dedicated time to develop, implement and evaluate parent meetings/workshops on topics

such as developing school success skills, building a college-readiness culture through the Eight Components of College and Career Readiness (aspirations, academic planning, enrichment and extracurricular engagement, college and career exploration and selection, college and career assessments, affordability planning, admissions and transitions into post-secondary), and developing growth mindsets in children.

Our goals are that:

90% of our parent population will attend Curriculum Night and Literacy Night.

90% of the parents of ELL will attend the PLC meeting

90% of the parents of SWD will attend their annual IEP meeting

100% of the parents of students performing below grade level will attend at least one parent conference

2. 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.

Verde has many business relationships within the community. The support of these local businesses are recruited and maintained by our SAC, PTA, and administration. They are an on-going support system which help in providing financial assistance with school programs that enhance the student's academic curriculum, therefore improving student achievement.

Our over 25 Business partners and community agencies help support our afterschool tutorial, provide financial assistance for staff professional development, support our SwPBS program, and help us implement our school's vision and mission.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Moldovan, Seth	Principal
Boneparth, Ellen	Teacher, ESE
DiSalvo, Renee	Teacher, K-12
Lombardo, Annie	Teacher, K-12
McElroy, Emily	Instructional Media
Penasso, Nicole	SAC Member
seda, jodi	Teacher, K-12
Stansell, Christina	Teacher, K-12
Thomas, Robin	School Counselor
Codling, Linden	Assistant Principal
sturm , andrea	Teacher, K-12
Welz, Marianne	Teacher, K-12
Fernandez, MaryLu	Teacher, K-12
Salazar, Margaret	Teacher, K-12
Corso, Erica	Teacher, K-12

b. Duties

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

Our Instructional Leadership Team acts as a liaison between administrators and each faculty group. Not only do these members serve as a "bridge" to their teams, but they serve as mentors, lead their grade level PLC's, and share in the decision making process.

The School-Based Team (SBT), spearheaded by our guidance counselor, serves to coordinate the functions of RtI, ESE, 504, ESOL, and SAI. The team meets three times a month. The RtI process of tiered instruction is functioning smoothly. Meetings are determined in response to the needs of the students and their teachers. The RtI Leadership Team is a problem solving group that has a focus of assisting teachers with student's deficit areas and with helping students overcome those deficits. In particular, students who score at Level 1 or Level 2 in the District's Diagnostic Test (DDT) or who score at Level 1 or Level 2 on the prior year's FSA will be reviewed as necessary. Additionally, any teacher who identifies a student's performance as below grade-level as well as our lowest 25% of students will initiate the RtI process for those students.

The School Advisory Council will include many of the members of the RtI Leadership Team and our Instructional Leadership Team. Their participation in the School Improvement Process is implicit. They participate in the crafting of the strategies such that the instructional needs of the students and the Professional Development needs of the faculty and staff are included in the School Improvement Plan.

2. 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.

Verde Elementary School uses a continuous improvement model for implementing and monitoring student achievement in core instruction. Formal and informal assessments are given, reviewed, and used to determine additional instructional needs. The teachers are supported through professional development during PLC's and common planning times. Small group and individual student's needs are addressed and remediation and enrichment occur based on data sources collected.

Our school integrates Single School Culture by sharing Universal Guidelines For Success, following our behavioral matrix and teaching expected behaviors, communicating with parents, and monitoring SwPBS. We update our action plans during our SwPBS meetings and then share the plans during our Faculty Meetings and Parent conferences.. We instill an appreciation for multicultural diversity through our guidance program, structured lessons, and implementation of SwPBS programs. We have daily, weekly and monthly incentives such as SPARK tickets for students who exhibit positive behavior. We also recognize students and classes for their positive behavior throughout our campus on our morning video announcements. Our parents are invited to attend our Single School Culture school-wide meetings twice a year. At this meeting we keep parents abreast of our SwPBS action plan.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
	Teacher
Seth Moldovan	Principal
Mario Basilone	Business/Community
Janet Zoccolillo	Teacher
Nicole Penasso	Teacher
Tracy Haughton	Education Support Employee
Diane Treiper	Parent
Chastity Langley	Parent
Nicole Doetzer	Parent
Jennifer Moniz	Teacher
Ana Villacorta	Parent
Colleen Tuttle	Parent
Christina Gonzalez Waskin	Parent
David Loveland	Business/Community
Francis Jawhari	Parent
Kim Copelin	Parent
Melissa Manley	Parent
Melissa Reid	Business/Community
Michele Ianelli	Parent
Thania Mucino	Parent
Tsuetomila Milenkova	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

The School Advisory Council assisted in determining the effectiveness of the School Improvement Plan. They reviewed and determined which parts were effective and where changes were necessary for the upcoming school year.

b. Development of this school improvement plan

The School Advisory Council assists in determining the strengths and weaknesses of the school. They contribute, and approve of, any decisions which are made to the betterment of the school through the SIP.

c. Preparation of the school's annual budget and plan

The SAC does not receive funding through the annual school budget.

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

A leveled Literacy Intervention kit was purchased with SIP funds last school year. This program helps to assist students below grade level in Reading in our second, third, and fourth grades.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Fernandez, MaryLu	Teacher, K-12
Boneparth, Ellen	Teacher, ESE
DiSalvo, Renee	Teacher, K-12
Lombardo, Annie	Teacher, K-12
McElroy, Emily	Instructional Media
Moldovan, Seth	Principal
Penasso, Nicole	Teacher, K-12
seda, jodi	Teacher, K-12
Stansell, Christina	Teacher, K-12
Thomas, Robin	School Counselor
sturm , andrea	Teacher, K-12
Welz, Marianne	Teacher, K-12
Codling, Linden	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

1. Target our lowest 25%: Research based interventions are determined for different areas of weakness and ensuring PD on using interventions that match student deficits.
2. Oversee the progress of building and leveling classroom libraries to ensure that students have a variety of books to choose from that match their text levels and interests as well as books that have the right complexity levels.
3. Planning a comprehensive Family Literacy Night.
4. Continuing the implementation of the K-5 Reading adoption including fidelity of the 90 minute block, problem solving barriers and providing support to teachers in the implementation.
5. Full Implementation of Florida IReady in ELA
6. Determines best practices for aligning our standards based report card.
7. Implement a successful "Summer Bridge Program" to reduce the summer slide.

D. Public and Collaborative Teaching

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

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

The staff at Verde uses Professional Learning Communities to promote a positive working environment. Relationships are built during team planning meetings where teachers collaborate for best practices for instruction. 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.

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

Our school supports our staff through our School-Wide Positive Behavior Support Plan. Staff are recognized monthly by their peers and administration. Successes are celebrated throughout the year at Faculty Meetings, Professional Development Days, and staff-wide gatherings.

Staff is also recognized through emails highlighting their accomplishments to be shared with other staff members. A weekly newsletter is also distributed through email to support a positive environment.

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

The first year teachers participate in the ESP program created by the district. The brand-new teachers have an assigned mentor who assists by guiding and coaching the new teachers as needed. In addition, our new to Verde teachers, those who have taught prior, and our first year teachers participate in a monthly club to assimilate to Verde's school culture and monitor any questions or concerns that have come to fruition.

The administration meets individually with each beginning teacher, throughout the year, to help coach and mentor them. In addition, each new teacher participates in a "book study" with the principal. This year's title, "Your First Year: How to survive and thrive as a new teacher" will be presented at our initial meeting.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

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

b. Instructional Strategies

1. 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.

Verde uses the RtI process, the use of tutorials, the use of intensive reading, and 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
- Creating a schedule with an uninterrupted 45-60 minute writing 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 Professional Learning Community 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
- Providing Process and Strategy charts for reminders of teaching

2. 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: 10,000**

Students in Grades (2-5) will be provided with an opportunity to attend our after-school tutorial in the areas of Reading, Math, and Science. Students will be identified based on their needs according to our diagnostic tests, teacher observations, and classroom assessments. Teachers will provide instruction using Curriculum Associates instructional materials based on Florida Standards. In addition, students will be provided LLI support during the afterschool program as well as the after-school tutorial program.

Strategy Rationale

The students that are chosen to participate in these programs are strategically chosen based on data and the need for small group instruction and remediation. They are instructed at their individual level.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Moldovan, Seth, seth.moldovan@palmbeachschools.org

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

Data is pulled through the Performance Matters results and the EDW reports. We will use Unit Assessment data and RRR data, mid-way through the program and we will also use FY17 FSA results as our final evaluation of the program. In addition, we will add the LLI RRR level performance as a measure of growth.

2. Student Transition and Readiness**a. PreK-12 Transition**

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

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

Each year, Verde Elementary School holds a Kindergarten "Round-Up" in the Spring to welcome incoming kindergarten students and families. At this meeting, we share important information about our school and what families can do to help their child prepare for the transition for the upcoming school year. In addition, we bring our 5th grade students to visit their upcoming middle school at the end of the school year.

Also, all members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

b. College and Career Readiness

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

Several initiatives and programs have been established to foster a college-going culture and to support and assist administrators, teachers, students and families as they work toward achieving college readiness for all students. Some of these initiatives within Single School Culture © Initiatives include:

- Students participate in the STEM program.
- Students can participate in clubs such as SECME, Academic Games, Chess Club, and Chorus.
- Teachers participate in grant programs that give students the opportunity to participate in the global programs.

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

The students participate in STEM but at this level do not get certifications. Our guidance department sponsors a career day for students in May.

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

The STEM program contributes to the efforts to improve student achievement. In additions students are exposed to a variety of technology including interactive white boards, using IPADs and utilizing Nooks in various environments.

In 2016-2017, each student will take part in "coding" on our seven day Fine Arts schedule.

4. 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.

NA

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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 deliver effective and relevant instruction to meet the needs of all students, then we will increase reading proficiency to 75% by third grade.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading proficiency to 75% by third grade. 1a

G083776

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	95.0
FSA ELA Achievement	73.0
ELA/Reading Gains	70.0
ELA/Reading Lowest 25% Gains	70.0

Targeted Barriers to Achieving the Goal 3

- There is a lack of instructional materials and planning time to develop engaging and standards based learning centers for the 90 minute Reading Block.
- There is a lack of personalized professional development to meet the needs of all faculty members.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Resources will include: 1) Florida Standard Resources-(websites, videos, rigorous text) 2) Units of Study in Reading and Writing guides 3) Mentor texts 4) Reader's Notebooks 5) Extensive leveled classroom libraries for independent reading 6) Words Their Way resources 7) Foundations Kits 8) LLI intervention 9) Early Literacy Assessments 10) Reading A-Z 11) Florida Ready Books

Plan to Monitor Progress Toward G1. 8

Student data and classroom walkthrough data: RRR's, IReady data, and LLI data.

Person Responsible

Seth Moldovan

Schedule

Monthly, from 8/22/2016 to 6/1/2017

Evidence of Completion

Student achievement goal is met

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 deliver effective and relevant instruction to meet the needs of all students, then we will increase reading proficiency to 75% by third grade. **1**

 G083776

G1.B4 There is a lack of instructional materials and planning time to develop engaging and standards based learning centers for the 90 minute Reading Block. **2**

 B222497

G1.B4.S1 Teams will collaborate to develop and share standards-based learning materials and performance tasks to provide opportunities for students to demonstrate mastery of standards through choice and collaboration. . **4**

 S234776

Strategy Rationale

To provide students with rigorous activities.

Action Step 1 **5**

Creation of standards-based learning materials and performance tasks during PLC's and grade level planning.

Person Responsible

Linden Codling

Schedule

Weekly, from 8/22/2016 to 6/1/2017

Evidence of Completion

Teachers will meet during PLC's and grade level meetings.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Classroom walk-throughs and teacher observation of implementation of standards based lessons and performance based tasks.

Person Responsible

Seth Moldovan

Schedule

Daily, from 8/15/2016 to 6/1/2017

Evidence of Completion

Teachers will be using the professional development strategies directly with their students.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Administration will receive feedback from teachers in reference to standards based materials created and how that has impacted their instruction.

Person Responsible

Linden Codling

Schedule

Biweekly, from 8/15/2016 to 6/1/2017

Evidence of Completion

Teachers will share results of Professional Development using the data chats with their individual student results.

G1.B4.S2 A schedule for PLC's for each grade level will be created so that teachers can meet at least twice a month for 90 minutes. 4

 S234777

Strategy Rationale

A structured system is in place to support collegiality.

Action Step 1 5

Administration will create PLC's using the master schedule and the appropriate human resources to cover classes such that teachers can meet.

Person Responsible

Seth Moldovan

Schedule

Biweekly, from 9/8/2016 to 5/26/2017

Evidence of Completion

Master schedule, agenda and minutes

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

Administration will monitor PLC's

Person Responsible

Seth Moldovan

Schedule

Biweekly, from 9/8/2016 to 5/26/2017

Evidence of Completion

master schedule, agenda minutes

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 7

Informally survey teachers in reference to their increased planning time and how it has positively impacted their ability to plan.

Person Responsible

Seth Moldovan

Schedule

Biweekly, from 9/8/2016 to 5/26/2017

Evidence of Completion

Review of survey results

G1.B5 There is a lack of personalized professional development to meet the needs of all faculty members.

2

 B222498

G1.B5.S1 Each faculty member will participate in personalized professional development to build capacity in Reading instruction. 4

 S234778
Strategy Rationale

Personalized Professional Development

Action Step 1 5

During PDD's, faculty meeting and PLC's teachers will have the opportunity to participate in personalized professional development in reading by choosing the sessions they want to attend.

Person Responsible

Renee DiSalvo

Schedule

Monthly, from 8/22/2016 to 6/1/2017

Evidence of Completion

PD notes and classroom instruction

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

Notes and feedback from Professional Development Trainings

Person Responsible

Renee DiSalvo

Schedule

Daily, from 8/22/2016 to 6/1/2017

Evidence of Completion

Follow-up survey

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

Oversight on all three sessions provided to staff.

Person Responsible

Seth Moldovan

Schedule

Monthly, from 8/22/2016 to 6/1/2017

Evidence of Completion

Reflective notes from staff on what has been implemented in the classrooms based on PDD sessions.

G1.B5.S2 Teachers will participate in peer observations to receive feedback on instructional practices learned in personalized professional development. 4

S234779

Strategy Rationale

Peer feedback can help everyone grow in their practices in a non-evaluative manner.

Action Step 1 5

A schedule for coverage will be provided to teachers who are interested in receiving peer observations.

Person Responsible

Schedule

Weekly, from 9/26/2016 to 5/26/2017

Evidence of Completion

schedule and feedback form teachers

Plan to Monitor Fidelity of Implementation of G1.B5.S2 6

Admin will receive feedback from the teachers in reference to the success of the peer observations and how the feedback has impacted instruction.

Person Responsible

Linden Codling

Schedule

Weekly, from 9/23/2016 to 5/26/2017

Evidence of Completion

Notes from teacher conferences

Plan to Monitor Effectiveness of Implementation of G1.B5.S2 7

Classroom walk thoughts to see the impact of peer observations on instructional practices

Person Responsible

Linden Codling

Schedule

Daily, from 9/29/2016 to 5/26/2017

Evidence of Completion

Classroom observation notes

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B4.S2.MA1 M306995	Informally survey teachers in reference to their increased planning time and how it has positively...	Moldovan, Seth	9/8/2016	Review of survey results	5/26/2017 biweekly
G1.B4.S2.MA1 M306996	Administration will monitor PLC's	Moldovan, Seth	9/8/2016	master schedule, agenda minutes	5/26/2017 biweekly
G1.B4.S2.A1 A302380	Administration will create PLC's using the master schedule and the appropriate human resources to...	Moldovan, Seth	9/8/2016	Master schedule, agenda and minutes	5/26/2017 biweekly
G1.B5.S2.MA1 M306999	Classroom walk throughs to see the impact of peer observations on instructional practices	Codling, Linden	9/29/2016	Classroom observation notes	5/26/2017 daily
G1.B5.S2.MA1 M307000	Admin will receive feedback from the teachers in reference to the success of the peer observations...	Codling, Linden	9/23/2016	Notes from teacher conferences	5/26/2017 weekly
G1.B5.S2.A1 A302382	A schedule for coverage will be provided to teachers who are interested in receiving peer observations.		9/26/2016	schedule and feedback form teachers	5/26/2017 weekly
G1.MA1 M307001	Student data and classroom walkthrough data: RRR's, IReady data, and LLI data.	Moldovan, Seth	8/22/2016	Student achievement goal is met	6/1/2017 monthly
G1.B4.S1.MA1 M306993	Administration will receive feedback from teachers in reference to standards based materials...	Codling, Linden	8/15/2016	Teachers will share results of Professional Development using the data chats with their individual student results.	6/1/2017 biweekly
G1.B4.S1.MA1 M306994	Classroom walk-throughs and teacher observation of implementation of standards based lessons and...	Moldovan, Seth	8/15/2016	Teachers will be using the professional development strategies directly with their students.	6/1/2017 daily
G1.B4.S1.A1 A302379	Creation of standards-based learning materials and performance tasks during PLC's and grade level...	Codling, Linden	8/22/2016	Teachers will meet during PLC's and grade level meetings.	6/1/2017 weekly
G1.B5.S1.MA1 M306997	Oversight on all three sessions provided to staff.	Moldovan, Seth	8/22/2016	Reflective notes from staff on what has been implemented in the classrooms based on PDD sessions.	6/1/2017 monthly
G1.B5.S1.MA1 M306998	Notes and feedback from Professional Development Trainings	DiSalvo, Renee	8/22/2016	Follow-up survey	6/1/2017 daily
G1.B5.S1.A1 A302381	During PDD's, faculty meeting and PLC's teachers will have the opportunity to participate in...	DiSalvo, Renee	8/22/2016	PD notes and classroom instruction	6/1/2017 monthly

V. Professional Development Opportunities

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

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading proficiency to 75% by third grade.

G1.B4 There is a lack of instructional materials and planning time to develop engaging and standards based learning centers for the 90 minute Reading Block.

G1.B4.S1 Teams will collaborate to develop and share standards-based learning materials and performance tasks to provide opportunities for students to demonstrate mastery of standards through choice and collaboration. .

PD Opportunity 1

Creation of standards-based learning materials and performance tasks during PLC's and grade level planning.

Facilitator

School-based Administrators

Participants

all K-5 teachers

Schedule

Weekly, from 8/22/2016 to 6/1/2017

G1.B5 There is a lack of personalized professional development to meet the needs of all faculty members.

G1.B5.S1 Each faculty member will participate in personalized professional development to build capacity in Reading instruction.

PD Opportunity 1

During PDD's, faculty meeting and PLC's teachers will have the opportunity to participate in personalized professional development in reading by choosing the sessions they want to attend.

Facilitator

Ms. Sturm, Ms. Loeffler, Mrs. Disalvo, and Mrs. Penasso, and Mrs. Lombardo

Participants

All K-5 Staff

Schedule

Monthly, from 8/22/2016 to 6/1/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B4.S1.A1	Creation of standards-based learning materials and performance tasks during PLC's and grade level planning.	\$0.00			
2	G1.B4.S2.A1	Administration will create PLC's using the master schedule and the appropriate human resources to cover classes such that teachers can meet.	\$0.00			
3	G1.B5.S1.A1	During PDD's, faculty meeting and PLC's teachers will have the opportunity to participate in personalized professional development in reading by choosing teh sessions they want to attend.	\$1,500.00			
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6300	120-Classroom Teachers	1661 - Verde K 8	School Improvement Funds		\$1,500.00
<i>Notes: On-line resources through Heinemann</i>						
4	G1.B5.S2.A1	A schedule for coverage will provided to teachers who are interested receiving peer observations.	\$0.00			
Total:						\$1,500.00