The School District of Palm Beach County

Verde K 8

2017-18 Schoolwide Improvement Plan

Verde K 8

3300 N MILITARY TRAIL, Boca Raton, FL 33431

https://vrde.palmbeachschools.org

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School KG-8	No	47%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	54%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
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 11/8/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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,](link) 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 two 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:](link)

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Verde K 8

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- 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 and the African-American Museum of History 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.

Student involvement in the academic processes is key. Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

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. Teachers participate in regular data chats in which they use evidence to show and explain the data about their students, specific ways they are monitoring student progress, analyzing the data, and planning specific next steps to further student growth.

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

Identify on-campus "relationship experts/mentors" to implement evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice / equity gaps

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

The Pillars of Effective Instruction lead our practices in providing all of our students with opportunities that will support their academic success. All students are:
• Collaborating in a student-centered, personalized environment: Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential.
• Empowered and supported through high expectations to be college and career ready: Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community.

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.
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 able to participate in projects to promote world-wide knowledge as well as STEAM initiatives.

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.

Additional suggested responses may include information regarding your school's plan:
• The school uses a people 1st language
• All students, including SWDs, are given equal consideration for recognition through honors, awards and other designations offered by the school
• All SWDs have the same opportunities as students without disabilities to participate in all school sponsored, non-academic, age appropriate activities including electives, sports, dances, clubs, field trip, school plays, community service activities, and graduation activities

During the 2017-2018 school year, we will continue our partnership 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.

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 address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Verde uses our new SIS and our Educational Data Warehouse 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	28	13	18	19	21	14	0	0	0	0	0	0	0	113
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	27	32	49	49	53	44	0	0	0	0	0	0	0	254
Level 1 on statewide assessment	0	0	0	29	28	52	0	0	0	0	0	0	0	109

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	6	2	9	30	32	40	0	0	0	0	0	0	0	119

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, Fundations, 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 address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
No

1. PFEP 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

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
Penasso, Nicole	SAC Member
Stansell, Christina	Teacher, K-12
Codling, Linden	Assistant Principal
Welz, Marianne	Teacher, K-12
Salazar, Margaret	Teacher, K-12
Jacobs, Emily	Teacher, K-12
vanwinkle, jamie	Teacher, K-12
Frazier, Jennifer	Teacher, K-12
Ellis, Pamela	Teacher, K-12
Phillips, Pamela	Teacher, ESE
McElroy, Emily	Teacher, K-12
Tacher, Caren	School Counselor
DiSalvo, Renee	Teacher, K-12
Metviner, Jodi	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 a s 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. Al 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
Ana Villacorta	Parent
David Loveland	Business/Community
Francis Jawhari	Parent
Kim Copelin	Parent
Melissa Manley	Parent
Melissa Reid	Business/Community
Brittany Langner	Parent
Gisenia Diaz	Teacher
Deborah Madley	Parent
Jill DePalo	Teacher
Karen O'Cleary	Teacher
Nicole Dantuono-Regalbuto	Parent
Rafaella Nichols	Parent
Renee DiSalvo	Teacher
Traci Baxley	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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The School Advisory Council assisted in determining the effectiveness of the School Improvement Plan from 2016-2017. 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.

Our SIP funds were received late last year, so we have rolled them into this years budget to support our academic success moving forward.

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
	Teacher, K-12
DiSalvo, Renee	Teacher, K-12
McElroy, Emily	Instructional Media
Moldovan, Seth	Principal
Penasso, Nicole	Teacher, K-12
Codling, Linden	Assistant Principal
Fieldly, Ashley	Teacher, K-12
megonegal, kayla	Teacher, K-12
archer, cathy	Teacher, K-12
Lentine, katie	Teacher, K-12
falcone, amy	Teacher, K-12
Gossett, Ashley	Teacher, K-12
greene, lindsay	Teacher, K-12

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

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

The Pillars of Effective Instruction focus on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in collaborative planning and instruction. One venue for encouraging positive working relationships with teachers is participation in Professional Learning Communities (PLCs). 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.

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

• Utilize the Department of Recruitment and Retention to provide advice on all hiring and placement procedures
• Participate in job fairs, interview training, and personnel workshops designed to expedite the identification of the most talented instructional applicants
• Recruitment of highly qualified instructional personnel by means of strategic internet recruitment, office interviews, and recruitment events
• Monitor and assist all applicants in the hiring process in an effort to reduce length of hiring process and increase instructional time
• Establish and maintain relationships with colleges and officials in the field of education to promote the District
• Maintain regular contact with designated recruiter to improve talent acquisition effectiveness

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.

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.

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, "Teach Like a Pirate" 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.

By implementing the first Pillar, students are immersed in rigorous tasks encompassing the full intent of the standards.
• Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous.
• Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the 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.

During the 2017-2018 school year, Verde will be piloting the CKLA Listening and Learning and skills Reading program. In addition we will be teaching standards based writing instruction in our Fourth and Fifth grades using TopScore.

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, to include the CKLA skills in grades K-3.
•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

By implementing the third Pillar, students collaborate in a student-centered, personalized environment.
• Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means.
• Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential

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

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

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.

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

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"Â? 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

🔍 G094800

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	90.0
FSA ELA Achievement	75.0
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 continuity in ELA within grade levels and across the entire school.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Resources will include: 1) Florida Standard Resources-(websites, videos, rigorous text) 2)CKLA resources used in K-3 3) Mentor texts 4) Reader's Notebooks 5) Extensive leveled classroom libraries for independent reading 6) Words Their Way resources 7) Fundations Kits and materials 8) LLI intervention 9) Early Literacy Assessments 10) Reading A-Z 11)Florida I Ready Books and resources 12)StoryWorks

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 8/21/2017 to 5/31/2018

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]

🔑 G094800

G1.B2 There is a lack of instructional continuity in ELA within grade levels and across the entire school. [2]

🔑 B254936

G1.B2.S1 Each grade level will collaborate, develop, and deliver standards based instruction, which will establish high expectations that allow each student to reach his or her full academic potential. [4]

🔑 S269358

Strategy Rationale

There is a need for rigorous, standards-based instruction to improve academic success.

Action Step 1 [5]

Collaboration through PLC's to develop rigorous, personalized, standards-based instruction.

Person Responsible

Seth Moldovan

Schedule

Weekly, from 8/21/2017 to 5/31/2018

Evidence of Completion

PLC meeting notes, lesson plans, and student work.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Classroom walkthroughs and data collection.

Person Responsible

Seth Moldovan

Schedule

Weekly, from 8/21/2017 to 5/31/2018

Evidence of Completion

Standards Based Lesson plans, assessment data,

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

IReady data, RRR data, LLI data, and FSA diagnostic testing from EDW and Performance Matters data.

Person Responsible

Seth Moldovan

Schedule

Weekly, from 8/21/2017 to 5/31/2018

Evidence of Completion

Student Reports which show growth in student achievement.

G1.B2.S2 ELA resources will be purchased to support the Domains being taught through CKLA. 4

🔑 S269359

Strategy Rationale

Students must have resources to further build background knowledge of the domains.

Action Step 1 5

Additional Leveled Readers and classroom libraries, associated with the Domains of the CKLA, will be used to build background knowledge. Fundation materials and LLI Kits to support intervention in ELA.

Person Responsible

Linden Codling

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Use of materials through classroom walkthroughs.

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Planning during PLC's to encorporate materials supporting instruction.

Person Responsible

Linden Codling

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Collection of student work which shows use of materials to support the Domains.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 `7`

Review of CKLA (end-of-Domain) assessments.

Person Responsible

Linden Codling

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Student data will be input into EDW/Performance Matters, IREADY progress monitoring, RRR data, and Diagnostic reports.

G1.B2.S3 District Supported Professional Development to support CKLA implementation in grades K-3. `4`

🔍 S269360

Strategy Rationale

Professional Development to provide teachers with the instructional capacity for instruction.

Action Step 1 `5`

K-3 Staff will take part in PD focused on CKLA implementation.

Person Responsible

Seth Moldovan

Schedule

Quarterly, from 6/12/2017 to 5/31/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B2.S3 `6`

Administration will conduct instructional rounds with staff.

Person Responsible

Seth Moldovan

Schedule

Monthly, from 9/11/2017 to 5/31/2018

Evidence of Completion

Instructional Round feedback data from participants.

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 `7`

Discussions will occur between administration and staff after each instructional round.

Person Responsible

Schedule

Monthly, from 9/11/2017 to 5/31/2018

Evidence of Completion

Instructional Rounds feedback forms and data.

G1.B2.S4 Students will be exposed to the skills portion of the CKLA curriculum to address vocabulary, phonics, and writing skills. 4

🔑 S269361

Strategy Rationale

There is a need for rigorous standards-based instruction to improve academic success.

Action Step 1 5

Staff will be trained, and will implement, the skills portion of the CKLA curriculum.

Person Responsible

Linden Codling

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Staff sign-in logs will be collected along with classroom walkthrough data.

Plan to Monitor Fidelity of Implementation of G1.B2.S4 6

Teachers will implement the skills section of the CKLA during their daily ELA block.

Person Responsible

Seth Moldovan

Schedule

Biweekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Student work samples will be collected and reviewed during PLC meetings.

Plan to Monitor Effectiveness of Implementation of G1.B2.S4 `7`

Administration and district support staff will complete classroom walkthroughs and review formal diagnostic data.

Person Responsible

Seth Moldovan

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

RRR data, Iready data, and formal assessment data will be collected and reviewed.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 🔑 M384236	Student data and classroom walkthrough data: RRR's, IReady data, and LLI data.	Moldovan, Seth	8/21/2017	Student achievement goal is met	5/31/2018 monthly
G1.B2.S1.MA1 🔑 M384224	IReady data, RRR data, LLI data, and FSA diagnostic testing from EDW and Performance Matters data.	Moldovan, Seth	8/21/2017	Student Reports which show growth in student achievement.	5/31/2018 weekly
G1.B2.S1.MA1 🔑 M384225	Classroom walkthroughs and data collection.	Moldovan, Seth	8/21/2017	Standards Based Lesson plans, assessment data,	5/31/2018 weekly
G1.B2.S1.A1 🔑 A359602	Collaboration through PLC's to develop rigorous, personalized, standards-based instruction.	Moldovan, Seth	8/21/2017	PLC meeting notes, lesson plans, and student work.	5/31/2018 weekly
G1.B2.S2.MA1 🔑 M384226	Review of CKLA (end-of-Domain) assessments.	Codling, Linden	8/14/2017	Student data will be input into EDW/ Performance Matters, IREADY progress monitoring, RRR data, and Diagnostic reports.	5/31/2018 monthly
G1.B2.S2.MA1 🔑 M384227	Planning during PLC's to encorporate materials supporting instruction.	Codling, Linden	8/14/2017	Collection of student work which shows use of materials to support the Domains.	5/31/2018 weekly
G1.B2.S2.A1 🔑 A359603	Additional Leveled Readers and classroom libraries, associated with the Domains of the CKLA, will...	Codling, Linden	8/14/2017	Use of materials through classroom walkthroughs.	5/31/2018 monthly
G1.B2.S3.MA1 🔑 M384228	Discussions will occur between administration and staff after each instructional round.		9/11/2017	Instructional Rounds feedback forms and data.	5/31/2018 monthly
G1.B2.S3.MA1 🔑 M384229	Administration will conduct instructional rounds with staff.	Moldovan, Seth	9/11/2017	Instructional Round feedback data from participants.	5/31/2018 monthly
G1.B2.S3.A1 🔑 A359604	K-3 Staff will take part in PD focused on CKLA implementation.	Moldovan, Seth	6/12/2017		5/31/2018 quarterly
G1.B2.S4.MA1 🔑 M384230	Administration and district support staff will complete classroom walkthroughs and review formal...	Moldovan, Seth	8/14/2017	RRR data, Iready data, and formal assessment data will be collected and reviewed.	6/1/2018 weekly
G1.B2.S4.MA1 🔑 M384231	Teachers will implement the skills section of the CKLA during their daily ELA block.	Moldovan, Seth	8/21/2017	Student work samples will be collected and reviewed during PLC meetings.	6/1/2018 biweekly
G1.B2.S4.A1 🔑 A359605	Staff will be trained, and will implement, the skills portion of the CKLA curriculum.	Codling, Linden	8/14/2017	Staff sign-in logs will be collected along with classroom walkthrough data.	6/1/2018 daily

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.B2 There is a lack of instructional continuity in ELA within grade levels and across the entire school.

G1.B2.S1 Each grade level will collaborate, develop, and deliver standards based instruction, which will establish high expectations that allow each student to reach his or her full academic potential.

PD Opportunity 1

Collaboration through PLC's to develop rigorous, personalized, standards-based instruction.

Facilitator

PLC leaders, district support staff, or school-based admninistrators

Participants

Grade level teachers

Schedule

Weekly, from 8/21/2017 to 5/31/2018

G1.B2.S3 District Supported Professional Development to support CKLA implementation in grades K-3.

PD Opportunity 1

K-3 Staff will take part in PD focused on CKLA implementation.

Facilitator

Vivian Holcombe and Kristin Rullison

Participants

All K-3 Teachers

Schedule

Quarterly, from 6/12/2017 to 5/31/2018

G1.B2.S4 Students will be exposed to the skills portion of the CKLA curriculum to address vocabulary, phonics, and writing skills.

PD Opportunity 1

Staff will be trained, and will implement, the skills portion of the CKLA curriculum.

Facilitator

Vivian Holcomb

Participants

All K-3 Teachers

Schedule

Daily, from 8/14/2017 to 6/1/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B2.S1.A1	Collaboration through PLC's to develop rigorous, personalized, standards-based instruction.				$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	2110	239-Other	1661 - Verde K 8	School Improvement Funds		$1,000.00
			Notes: SIP funds for Florida Ready Books			
2	G1.B2.S2.A1	Additional Leveled Readers and classroom libraries, associated with the Domains of the CKLA, will be used to build background knowledge. Fundation materials and LLI Kits to support intervention in ELA.				$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5000	500-Materials and Supplies	1661 - Verde K 8	School Improvement Funds		$4,000.00
			Notes: Resources and books to support CKLA Domains and instruction in grades K-3. Storyworks to support small group Reading instruction in Grades 4-5.			
3	G1.B2.S3.A1	K-3 Staff will take part in PD focused on CKLA implementation.				$0.00
4	G1.B2.S4.A1	Staff will be trained, and will implement, the skills portion of the CKLA curriculum.				$0.00
					Total:	$5,000.00