

The School District of Palm Beach County

# Equestrian Trails Elementary



2017-18 Schoolwide Improvement Plan

# Equestrian Trails Elementary

9720 STRIBLING WAY, Wellington, FL 33414

<https://etes.palmbeachschools.org>

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	No	30%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (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](#), 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](#):

- **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 Equestrian Trails Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

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

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

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

To achieve this mission, we believe in functioning as a dynamic, collaborative, professional multicultural learning community with a growth mindset to support all learners in reaching their highest potential.

#### 2. School Environment

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

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

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

Equestrian Trails Elementary believes in a Single School Culture with an appreciation for multicultural diversity. We focus our learning team meetings, faculty meetings and professional development around academics, behavior, climate and data. Staff follows Marzano's approach for academics and we ensure every student has an equal opportunity for an outstanding education. Teachers attend weekly learning team meetings where student work and assessments are analyzed to determine areas of strengths and weaknesses to drive reteach instruction. Teachers also attend weekly collegial planning providing opportunities for teachers to collaborate, thereby, developing more rigorous lessons. For our behavior plan, we have a School-wide Positive Behavior Plan that addresses clear behavior expectations in every part of the school day and area of the school. The school integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavioral Matrix and Teaching Expected Behaviors, communicating with parents, and Monitoring SwPBS. The school updates Action Plans during Leadership and Grade Level Team Meetings, instilling an appreciation for multicultural diversity through its anti-bullying campaign, structured lessons, and implementation of SwPBS programs such as "Be the Three", where students earn tickets. Positive school-wide behavior is implemented through the use of C.H.A.M.P.S. The staff has devised a set of expectations for student behavior in the classroom, cafeteria, hallways, etc. We also create a positive environment with mutual respect for students, building relationships between teachers and students. "relationship experts" to implement evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice / equity gaps. Principal uses 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, which includes simple strategies for gaining information about students' cultures. We believe in a warm, friendly

climate. Principal ensures that relationship-building is a clear priority and engages community stakeholders (i.e. parents, students, teachers, school counselors, etc.) in assessing the current state of the cultural awareness and student-teacher relationships. Our guidance counselor will implement evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice / equity gaps. Brainstorm with faculty members methods we will use in the first days of school to set a positive tone and clarify the values that will guide interpersonal interaction between students and between the teacher and students.

**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.

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.

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

We create or enhance a college-going culture (developing aspirations, academic planning, enrichment and extracurricular engagement, college awareness, and a tour of a college campus for our fifth grade students).

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

- Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/ civil rights policies;
- Involve non-instructional staff, including office staff, bus drivers, cafeteria personnel, and after-school personnel in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors;
- Provide professional development in methods of respectfully and effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior at the classroom and administrative levels;
- Create methods/formats where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported. We do this through our "Be the 3" Assemblies which focus on "Be Kind, Be Respectful and Be Responsible." Our school will infuse the content required by Florida Statutes, Section 1003.4205, as applicable to appropriate situations, including but not limited to Disability Awareness. We ensure all SWD are

equally recognized in all awards and programs and are able to participate in all clubs and school activities.

**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.**

- Universal Guidelines and behavior matrix taught twice a year to ensure students are aware of school expectations.
- SwPBS team reviews classroom data to ensure students are engaged while in class. Maintain a minimum of a 4:1 ratio of positive interactions (RPI) to ensure students remain engaged during instructional time.
- Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity
- Make references to Universal Guidelines and behavioral expectations when providing students with positive feedback ("You were responsible when you returned your library book on time.")
- Class meetings will occur on a frequent basis to include student feedback.
- School-wide recognition system is in place;

**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.**

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

### 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 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.**

N/A

**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	5	5	9	10	11	5	0	0	0	0	0	0	0	45
One or more suspensions	1	2	3	2	2	1	0	0	0	0	0	0	0	11
Course failure in ELA or Math	13	13	17	14	27	24	0	0	0	0	0	0	0	108
Level 1 on statewide assessment	0	0	0	5	8	15	0	0	0	0	0	0	0	28

**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	0	1	4	6	11	11	0	0	0	0	0	0	0	33

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

- Effective multi-disciplinary teams in place to problem solve and create action plans;
- SAI , iii, Tutorials, LLI, Wilson, Foundations, MTTTS, Rti, SBT, Lively Letters, etc.
- Planned discussions, Goal Setting for identified student
- Create evidence-based interventions to close student gaps related to learning warning system.

**B. Family and Community Engagement**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 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**

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

School Improvement Plan (SIP) and subsequent reports of progress toward implementing inclusive practices are disseminated to families, school district personnel, and community members annually.

**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.**

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

**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
Chorniewy, Michele	Principal
D'Aqui, Antonietta	Assistant Principal
Richards, Elizabeth	Teacher, ESE
Della Pietra, Tracy	Teacher, K-12
Greene, Jessica	Teacher, K-12
Murphy, Lisa	Teacher, K-12
Tolley, Tamara	Teacher, K-12
Regnerus, Michelle	Teacher, K-12
Beswick, Sherri	Instructional Media
Cohen, Bridget	Teacher, ESE
Crane, Tim	Teacher, K-12
Brady, Michel	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.**

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

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

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

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

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

**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.**

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

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

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

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Elizabeth Richards	Teacher
Michele Johnson	Principal
Stuart Mears	Business/Community
Liza Asch	Teacher
Andrew Wein	Parent
Giedre Priddy	Parent
Tara Crawford	Parent
Dipti Patel	Education Support Employee
Alissa Matuszko	Parent
Amanda Hosni	Parent
Bethany Martine	Parent
Cathleen Dionne Lawrence	Parent
Christina Seamster	Parent
Clyde D. Hodge Jr.	Parent
Diane Campbell	Teacher
Hensil Falcao	Parent
Jennifer Kelman	Parent
Joan Dowd	Parent
Jackie Vega	Parent
Jennifer Booker	Parent
Jessica Fried	Parent
Jessica Merida	Parent
Jonathan Lent	Parent
Kathy Frizzell	Teacher
Lisa Mears	Business/Community
Lisa Murphy	Teacher
Lisette Kelly	Parent
Misty Roseff	Parent
Nicole Merritt	Business/Community
Phillip Booker	Parent
Rita Baratta	Business/Community
Shannon Lisoski	Parent
Tamara Tolley	Teacher
Tara Vernie	Business/Community
	Student

**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, Â§ 1114(b)(2).

**a. Evaluation of last year's school improvement plan**

SAC reviewed last year's school improvement plan, trends from FSA Reading, Writing and Math and Science FCAT data. SAC used that data to develop SIP goals and to determine which areas needed improvement.

**b. Development of this school improvement plan**

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

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

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

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

Integration of Common Core into Physical Education Training - \$150.00  
 Instructional Materials for our lowest 25% - \$84.95

**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
Chorniewy, Michele	Principal
D'Aqui, Antonietta	Assistant Principal
Della Pietra, Tracy	Teacher, K-12
Maffetone, Jessica	Teacher, K-12
Crane, Tim	Teacher, K-12
Martin, Suzan	Teacher, K-12
Alguacil, Manuela	Teacher, K-12
Smith, Donna	Teacher, K-12
Cohen, Bridget	Teacher, ESE
Esopakis, Maria	Teacher, K-12
Frizzell, Kathy	Teacher, K-12

**b. Duties**

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

Our Literacy Team Members attend district trainings, meet in grade level teams and during professional development to share information and strategies with the staff in all components of literacy.

The team works with the adopted reading materials and units of study to create lessons, choose materials and modify for our students.

The team continually meets to go over state standards to determine what needs to be taught at each grade level and create assessments that mirror district and state assessments.

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

## D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

### 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. The master schedule has been designed to provide a biweekly 90 minute block for collaborative teams to meet by common content. Student data is used and Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

\* Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration. • Collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans and monitored regularly by school administrators.

\* Students with Disabilities (SWD) and Best Practices for Inclusive Education (BPIE)  
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 between special education teachers, general education teachers and related service providers as appropriate. Collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans and monitored regularly by school administrators.

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

Equestrian Trails uses the Department of Recruitment and Retention for advice on all hiring and placement procedures. We also solicit referrals from current employees. After hiring, we make sure new

teachers attend all new teacher training and any professional development needed. To help new teachers get acclimated to our school, we pair the new teacher with a veteran teacher. The veteran teacher goes over school policies, gives school tour and helps them set up their classroom. We then provide regular meeting time, so that the new teacher can observe other classroom teachers and mentor can observe and provide guidance to new teacher.

\* School administrators use job interview questions to appraise an applicant's knowledge and beliefs pertaining to diversity and inclusive practices, as applicable to the position.

\* For Students with Disabilities (SWD) school administrators use job interview questions to appraise an applicant's knowledge and beliefs pertaining to diversity and inclusive practices, as applicable to the position.

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

New teachers whether new to teaching or new to school are partnered with a veteran teacher that teaches the same grade or subject areas. Both are given time to plan, observe and reflect. Studies show that teachers that feel supported and are given the tools needed stay in the profession and remain at the school. New teachers need to be given the time to meet with the veteran teacher regularly, observe mentor as well as other veteran teachers and the time to reflect on new learnings.

All first year teachers are participating in the Educator Support Program (ESP). ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback.

ESP, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.

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

## **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.

We use adopted instructional programs and materials that are adopted and supported by the district. We also use Professional Learning Communities (PLC's to align strategies and best practices to the Pillars of Instruction, problem-solve, look for inquiry-driven research and analytical approaches for students; strategies and tools based on student needs; competency-based instruction; integrated digital instruction; and project-based instruction. 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.

## **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.**

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

We use the Rtl process, the use of tutorials, the use of intensive reading, or the use of small group instruction.

The school ensures every teacher contributes to literacy improvement of every student by:

- Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
- Utilizing the Balanced Literacy Components (Read Aloud, Shared Reading Guided Reading, Strategy Lessons, Independent Reading, Modeled Writing, Shared Writing, Interactive Writing, Guided Writing, Independent Writing, and Word Study) to gradually teach students how to be independent in what is being taught based on their needs.
- Creating a schedule with an uninterrupted 90 minute reading block
- Providing iii instruction based on student needs
- Providing instruction aligned with the Language Arts Florida Standards for their grade level
- Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
- Administering assessments which measure instructed standards
- Monitoring progress at the class and grade level during PLC's
- Conducting data chats with students
- Creating units of study based on current data
- Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
- Students self-selecting texts based on RRR levels
- Students receiving push-in/pull out services for ESE/ELL
- Providing LLI (Leveled Literacy Intervention) instruction



- Strategic Instructional Model is used in Learning Strategy classrooms
- Integrating accommodations into Lesson Plans
- Universal Design for Learning

**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:** 3,720

STEAM Activities

**Strategy Rationale**

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

**Strategy Purpose(s)**

- Enrichment

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

Sherwood, Valerie, valerie.sherwood@palmbeachschools.org

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

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

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

As an early intervention to increase reading on grade level by third grade and to increase student readiness to enter kindergarten, Equestrian Trails Elementary offers a school year Voluntary Prekindergarten (VPK) program that is supplemented with enrichment hours. This VPK program is supported by the Department of Early Childhood Education and follows all statutes, rules and contractual mandates in the Florida VPK Statewide Provider Agreement, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the performance standards adopted by the Florida DOE. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life. To assist with the transition of school-based and community children into the kindergarten program at Equestrian Trails Elementary, we engage in the following kindergarten transition activities:

Distribution of a Summer Transition to Kindergarten Backpack with books, transition activities, and a parent guide for its enrolled VPK students (provided by the Dept. of Early Childhood Education)

Holding open house for families of incoming kindergarten children

Scheduling opportunities for preschool children to visit a kindergarten class and/or meet their future kindergarten teacher

Making plans for preschool children to practice kindergarten routines, such as carrying lunch tray

Providing for the transmittal of written records of a child's experiences or status to the kindergarten teacher

We have a Kindergarten Round Up for parents discussing expectations of school and kindergarten. Students are then pre-screened prior to the first day of kindergarten.

Guidance Counselor meets with parents and students to discuss middle school choices and help prepare applications. Guidance Counselor also works with middle school to transition students smoothly.

### **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.**

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

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

**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.**

## **II. Needs Assessment**

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### **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 use effective, standards based instruction to meet the needs of all students then we will increase reading proficiency by Grade 3.

## 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 use effective, standards based instruction to meet the needs of all students then we will increase reading proficiency by Grade 3. 1a

G094924

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement - Grade 3	90.0
FSA ELA Achievement - Grade 4	86.0
FSA ELA Achievement - Grade 5	80.0
ELA/Reading Lowest 25% Gains	55.0

**Targeted Barriers to Achieving the Goal** 3

- Lack of support for our "shakers"
- Student support in developing reading skills

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Hire tutors to support students who need additional support but do not qualify for the other eligible services.
- Provide professional development for utilizing balanced literacy in the classroom with whole group and small group instruction.
- LLI Personnel

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

FSQ's, diagnostic data, iReady reports will be reviewed to monitor success.

**Person Responsible**

Antonietta D'Aqui

**Schedule**

Monthly, from 9/25/2017 to 4/6/2018

**Evidence of Completion**

Data chats sheets, observations will be collected to show progress is being monitored.

## 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 use effective, standards based instruction to meet the needs of all students then we will increase reading proficiency by Grade 3. **1**

 G094924

**G1.B1** Lack of support for our "shakers" **2**

 B255395

**G1.B1.S1** Students who need additional support for maintaining performance or fall just below Level 3 proficiency. **4**

 S269892

### Strategy Rationale

If students receive additional support during our after school tutorial program, student performance will increase.

### Action Step 1 **5**

Use Wellington Grant funds to hire tutorial personnel.

#### Person Responsible

Michele Chorniewy

#### Schedule

Every 3 Weeks, from 10/23/2017 to 4/6/2018

#### Evidence of Completion

Pre/Post Assessments, observations, data chats

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

Observations, data review

**Person Responsible**

Antonietta D'Aqui

**Schedule**

Biweekly, from 10/23/2017 to 4/6/2018

***Evidence of Completion***

Student work, attendance records, review activities and performance.

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

After school tutorial

**Person Responsible**

Antonietta D'Aqui

**Schedule**

Every 3 Weeks, from 10/23/2017 to 4/6/2018


***Evidence of Completion***

Pre/Post assessments, observations, student work and participatioin

**G1.B3 Student support in developing reading skills** 2

 B255397

**G1.B3.S1 Students needing additional ELA support** 4

 S269893

**Strategy Rationale**

Students who receive additional and intense instruction, will improve reading performance.

**Action Step 1** 5

Use of Wellington Grant funds will be used to fund (2) personnel for LLI instruction.

**Person Responsible**

Michele Chorniewy

**Schedule**

On 5/25/2018

**Evidence of Completion**

Required LLI documentation and RRR



## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2018</b>					
G1.MA1 M385559	FSQ's, diagnostic data, iReady reports will be reviewed to monitor success.	D'Aqui, Antonietta	9/25/2017	Data chats sheets, observations will be collected to show progress is being monitored.	4/6/2018 monthly
G1.B1.S1.MA1 M385557	After school tutorial	D'Aqui, Antonietta	10/23/2017	Pre/Post assessments, observations, student work and participatioin	4/6/2018 every-3-weeks
G1.B1.S1.MA1 M385558	Observations, data review	D'Aqui, Antonietta	10/23/2017	Student work, attendance records, review activities and performance.	4/6/2018 biweekly
G1.B1.S1.A1 A360878	Use Wellington Grant funds to hire tutorial personnel.	Chorniewy, Michele	10/23/2017	Pre/Post Assessments, observations, data chats	4/6/2018 every-3-weeks
G1.B3.S1.A1 A360879	Use of Wellington Grant funds will be used to fund (2) personnel for LLI instruction.	Chorniewy, Michele	9/25/2017	Required LLI documentation and RRR	5/25/2018 one-time

## V. Professional Development Opportunities

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

**VI. Technical Assistance Items**

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

**VII. Budget**

<b>1</b>	<b>G1.B1.S1.A1</b>	<b>Use Wellington Grant funds to hire tutorial personnel.</b>				<b>\$7,077.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	0000	130-Other Certified Instructional Personnel	3341 - Equestrian Trails Elementary	Other		\$7,077.00
<b>2</b>	<b>G1.B3.S1.A1</b>	<b>Use of Wellington Grant funds will be used to fund (2) personnel for LLI instruction.</b>				<b>\$28,137.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		130-Other Certified Instructional Personnel	3341 - Equestrian Trails Elementary	Other		\$28,137.00
					<b>Total:</b>	<b>\$35,214.00</b>