

Everglades Elementary

407 MARGINAL RD, West Palm Beach, FL 33411

<https://eves.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)
Elementary School KG-5	No	49%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	61%

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 Everglades Elementary

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.

Everglades Elementary 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.

Everglades Elementary, a Green School of Excellence, envisions a dynamic, collaborative, multi-cultural community where education, life-long learning, environmental responsibility, and health of body and mind are valued and supported and where all learners reach 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.

Everglades 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
- * Declaration of Independence, Constitution, Flag education, History of the United States
- * Health Education
- * Character Development

Everglades Elementary plans and schedules multi-cultural opportunities and projects including literacy events and a wellness school wide family event, student assemblies, and infusion of multi-cultural literature into lesson planning.

As a Healthy Choice School:

- * we limit sugar/fatty snacks
- * limit food incentives
- * incorporate teacher led Adventure to Fitness and Go Noodle in the classroom at least 20 minutes per week to support the physical education program
- * participate in many community health and fitness events such as Kids Mile, Best Buddies, etc.
- * sponsor family health events such as Amazing Race, Health fair, etc.
- * provide support in health and fitness to the staff with an established Wellness Committee, faculty kickball, etc.
- * sponsor an after school Mileage Club
- * sponsor the 123 Gotta Green, Good to Go! and OrganWise Program in the cafeteria
- * incorporate healthy choices in our school SWPBS matrix as part of the student expectations
- * institute a sharing table in the cafeteria

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. Everglades implements a comprehensive school counseling program with time dedicated for the development of the socio-emotional mindsets and behaviors that result in positive and supportive relationships between students and teacher (including a mentoring program).

Using Single Culture protocols for academics, teachers meet bi-monthly where student work and assessment results are analyzed to determine areas of strength and weakness. This process leads to the development of instructional focus calendars focused on secondary standards to be used when planning lessons for small reteaching groups. These results are shared with students in reviewing progress toward mastery of standards (data chats). Students are able to set goals and track their progress.

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

Everglades Elementary utilizes SWPBS to articulate, demonstrate, and teach the specific expectations and behaviors set forth in the school wide behavior plan for before, during, and after school. Adults across the campus are assigned duty areas to make sure students are safe entering the school in the morning and during dismissal in the afternoon. Teachers are provided training on anti-bullying and students are encouraged to report bullying/harassment. Professional development is provided each year on social-emotional learning. Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting bullying and harassment.

The Everglades matrix includes the following expectations:

We are RESPECTFUL.

We are RESPONSIBLE.

We are SAFE.

We are GREEN.

We make HEALTHY CHOICES.

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.

ESE/BPIE

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.

- 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

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.

Everglades integrates Single School Culture by sharing our universal goals for success, following a behavior matrix and teaching expected behaviors. The matrix is designed using Single School Culture protocols and the Universal Guidelines. The SWPBS team reviews classroom data to monitor the effectiveness of our school's matrix/plan. There is a school wide recognition system in place with the Panther Paws tickets and the Student of the Month program. For Student of the Month a male and female student is chosen based on the Monthly Character Trait.

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.

Everglades Elementary has an active Mentoring Program that pairs students at-risk either behaviorally and/or academically with a caring teacher or staff member. We utilize a check-in and check-out strategy throughout the school day and student mediation. Our school also provides enrichment opportunities in the area of socio-emotional needs such as Red Ribbon Week, anti-smoking efforts, supporting community needs such as food and clothing drives, etc. Everglades Elementary has a full time guidance counselor who is able to provide intensive support through individual and group counseling.

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.

Administration and the guidance counselor monitor attendance and discipline data, including suspensions. Discipline data is reviewed at monthly SWPBS meetings. The guidance counselor pulls monthly reports for attendance. She reaches out to parents to try to problem solve attendance and tardy issues. Major attendance concerns are put through the SBT process. Level 1 students are monitored by grade levels and administration using EDW report/Performance Matters. Students are monitored through PLCs and SBT.

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	11	8	15	14	21	17	0	0	0	0	0	0	0	86
One or more suspensions	1	2	0	3	2	3	0	0	0	0	0	0	0	11
Course failure in ELA or Math	16	27	31	65	39	27	0	0	0	0	0	0	0	205
Level 1 on statewide assessment	0	0	0	17	21	34	0	0	0	0	0	0	0	72

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	3	5	6	19	23	18	0	0	0	0	0	0	0	74

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

Early Interventions include:

- * Utilization of various data sources (Diagnostics, i-Ready, FSA)
- * iii/PMP
- * Specific intervention through SBT
- * Progress monitoring through PLCs
- * Data Tracking/Goal setting
- * Tutoring
- * Academic Initiatives in Aftercare
- * Mentoring
- * Guidance groups
- * Behavior plans
- * Student reflection

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

Everglades Elementary School has a volunteer program and active PTO that helps support our school wide academic initiatives. Parents attend all events sponsored by our school and PTO and volunteer throughout the school everyday to help support our teachers and staff members.

Everglades -

*Conduct SEQ survey to receive parent feedback from school wide events such as Curriculum Night, Literacy Events, PTO Events

*communicates classroom and school news through email, Edline, newsletters, and Parent Link

*provides positive communication to parents via phone calls, notes, events, etc.

*offers support for parents unfamiliar with the school's procedures, expectations, and technologies

* utilize the Remind APP

* will host parent and community guest readers during the Literacy Event, culminating with World Read Aloud Day and Literacy/STEM night to be held in May.

ESE/BPIE

* 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.

* Everglades Elementary will host a Best Buddies outreach club/program for students with disabilities and general education students.

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.

Everglades utilizes our PTO Organization to help build our business partnerships and community involvement to help support our school wide goals and initiatives including family nights at local restaurants, working closely with the Sheriff's Office to help support our bullying programs, maintaining our 5 Star status for the 7th consecutive year, and hosting career days and several on campus events to promote and celebrate our Business Partners and Community Members!

We also host several volunteer breakfast events throughout the year to celebrate our parents and community members. Everglades will also host a Health Fair event in January to support health and wellness.

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
Moore-Ross, Dwan	Principal
Bresnahan, Helena	Teacher, K-12
Mahoney, Sarah	Teacher, K-12
Trapani, Heather	Teacher, K-12
Jones, Dawn	Teacher, K-12
Kiper, Susan	Teacher, K-12
Tirado, Jennifer	Assistant Principal
Banfield, Mary	Other
Reeder, Lori	Other
Strowbridge, Latheria	Teacher, K-12
Bloat, Neira	Teacher, K-12
Boss, Traci	Teacher, K-12
Hay, Angela	School Counselor
Spatz, Dara	Teacher, K-12
Schilinski, Darby	Teacher, K-12
Richard, Aurora	Teacher, K-12
Swartz, Chrissy	Other
Gumowitz, Melanie	Teacher, K-12
Perera, Megan	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.

The leadership team meets biweekly with administration to make shared decisions following the Single School Culture protocols. Additionally, the school leadership team members facilitate PLCs with Administration and weekly Team Meetings to analyze student achievement data and to design instruction based upon student needs.

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.

Using Professional Learning Communities and Single School Culture Protocols, the leadership team makes shared decisions on the following:

- * Planning and implementing school wide endeavors that promote and support literacy
- * Identifying important professional development opportunities within and outside of The District of Palm Beach County
- * Implement and evaluate Academic Initiatives and Programs
- * Recommending professional development topics to the Professional Development Committee
- * Monitoring school wide achievement data and recommending instructional best practices
- * Progress Monitor individual students and student groups (lowest 25%, subgroups, etc)
- * Designing the Everglades After School Tutorial Program including teachers selected to tutor, the materials used in the program, and the focus of the tutorial based on student achievement data
- * Research, plan and allocate technology resources to be effectively used in the classroom to increase student achievement

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Dwan-Moore Ross	Principal
Meredith Combs	Parent
Neira Bloat	Teacher
Sherron Permashwar	Business/Community
Patrina Young	Education Support Employee
Diane Hoch	Teacher
Ann Barrett	Parent
Kelly Coletto	Parent
Ron Trice	Parent
Sharon Bodet	Parent
Antonete Venezia	Teacher
LaKeisha Nathan	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, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

FY16 School Grade, PYG and subgroup data from the FLDOE and Step 0 was shared. Administration, along with the leadership team and SAC, analyzed and evaluated each strategy and goal from the previous plan. The Leadership Team and SAC identified what strategies would continue and what new barriers and strategies would be put in place. SAC will continue to closely monitor student achievement data using EDW, Performance Matters, Diagnostics, I-Ready data and other data sources.

b. Development of this school improvement plan

Utilizing FY16 data and the District's Strategic Plan, the Leadership Team and the Everglades School Advisory Council had direct involvement in the development of the school improvement plan. The Problem Solving Process was used to analyze data, identify goals, and brainstorm barriers and strategies. The Everglades SAC continues to monitor the school improvement plan throughout the year and adjusts the plan to best meet the needs of the students. The plan is communicated to all stakeholders and the community each year using the newsletters, SAC and PTO meetings, and the school website.

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

Florida Statute 24.121(5)(c) places the following requirements on School Improvement fund expenditures:

- School Improvement funds are for the purpose of enhancing school performance through development and implementation of a school improvement plan;
- Monies may be expended only on programs or projects selected by the School Advisory Council.
- Neither School District staff nor principals may override the recommendations of the School Advisory Council.
- The monies may not be used for capital improvements or for any project or program with a duration of more than one year; however, a School Advisory Council may independently determine that a program or project formerly funded under this paragraph should receive funds in a subsequent year.

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

The Everglades SAC will fund identified staff development, student programs, and curriculum materials that support the strategies outlined in the School Improvement Plan.

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
Moore-Ross, Dwan	Principal
Reeder, Lori	Teacher, K-12
Schneider, Wendy	Teacher, K-12
Kiper, Susan	Teacher, K-12
Eldredge, Pam	Teacher, K-12
Rowe, Jessica	Teacher, K-12
Tirado, Jennifer	Assistant Principal
Hoch, Diane	Teacher, K-12
Aquel, Amy	Teacher, ESE
Kangas, Valerie	Teacher, K-12
Roux, Bryony	Other

b. Duties

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

STEM and Literacy Event in the spring
 Winter Literacy Event at Barnes and Noble
 Reading Week in January
 Read Across America in March
 "Every Child is a Super Reader: 7 Strengths to Open a Work of Possibility" Staff book study/Guest Readers leading to World Read Aloud Day
 Book Buddies (K-5)
 Reading Counts/Reading Plus/RAZ Kids/Spelling & Vocab City
 Early Bird Readers in hallways before school starts in the morning
 Activities/Events designed to get students motivated to read
 Differentiated Reading Counts program and incentives
 Ongoing professional development in literacy and communication back to grade level teams

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.

Everglades Elementary promotes positive working relationships with teachers by teachers participating in Professional Learning Communities. 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.

ESE/BPIE

* Research based protocols are used to focus the meetings on students' academic needs and how students should be assessed for mastery of standards, student improvement is monitored and instruction is modified as needed based on decisions made through collaboration

* Everglades will be incorporating more opportunities for collaborative planning time and this will be reflected in the PD schedules and in the general and special education schedules. Agendas, notes, and instructional plans will be 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.

Everglades Elementary School markets their school through the use of brochures and newsletters spotlighting all the activities/events we do at the school. We assign all new employees with a mentor and buddy to support them and encourage professional growth among out staff and provide opportunities for this to occur. Administration is visible around the school and has an open door policy and always willing to help and support our staff as much as possible to ensure success.

Additionally, Everglades utilizes the Department of Recruitment and Retention to provide advice on all hiring and placement procedures and to monitor and assist all applicants in the hiring process in an effort to reduce length of hiring process and increase instructional time.

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.

Mentors at Everglades are assigned to beginning teachers and meet with administration together at least once a month so there is open communication and support. Beginning teachers are given time to observe in other classrooms and to reflect on their teaching practices.

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.

Everglades Elementary School works as a team collaborating during our scheduled PLCs which occur biweekly per grade level. Professional Development Days and weekly Team Meetings, faculty

meetings, and Committee Meetings will allow time to share ideas and best practices.

We work with the district and meet regularly with our Literacy and Math Content Area Contacts. Our teachers and staff are always willing to attend off campus training and participate in several book studies throughout the year.

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss math, science, and literacy curriculum that aligns to the standards. We use the Studies Weekly (science/social studies), Scholastic News, Common Core Companion and Continuum to assist in planning and resources to support instruction. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

b. Instructional Strategies

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

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.

Everglades Elementary does the following:

- Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
- Creating a schedule with an uninterrupted 90 minute reading block
- Creating a schedule with an uninterrupted 45-60 minute writing block
- Providing iiii instruction/SAI 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 PLCs
- 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 inclusion services for ESE/ELL
- Providing LLI (Leveled Literacy Intervention) instruction

Members of the school-based RtI Leadership Team will meet with the academic leadership team to develop strategies that are approved by the School Advisory Council (SAC) and are included in School Improvement Plan. They will also monitor students in the SBT and RTI process.

The school-based RtI Leadership Team will meet regularly,biweekly, to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify

the professional development activities needed to create effective learning environments. After determining that effective Tier 1 - Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based RtI Leadership Team.

The SBT will use the Problem Solving Model* to conduct all meetings. Based on the data and discussion, the team will identify students who are in need of additional academic an/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, RtI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.

* Problem Solving Model

The four steps of the Problem Solving Model are:

Problem identification entails identifying the problem and the desired behavior for the student.

Problem analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.

Intervention design & Implementation involves selecting or developing evidence-based intervention based upon data previously collected. These interventions are then implemented.

Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

ESE/BPIE

The teachers at Everglades Elementary integrate accommodations and modifications into lesson plans and use differentiation strategies like those found in Universal Design for Learning to adjust content, process, and product for students with disabilities.

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: 1,500

The Everglades after school tutorial program runs from October to April. Students in grades 3 to 5 that are identified by teachers are invited to participate. Reading and math tutorial classes are held on Thursdays from 2:15 to 3:15pm (except holidays). These classes use research based curriculum materials and are taught by certified highly qualified teachers.

Strategy Rationale

The Everglades tutorial program provides at-risk students extra time to master skills and concepts. The program utilizes research based materials that practice the standards. It also allows for relationships to develop between the student, the teacher, and the home so that students gain appreciation for the importance of learning.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Moore-Ross, Dwan, dwan.moore-ross@palmbeachschools.org

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

Pre-test data is collected and analyzed for instruction. At the end of the tutorial program post-test data is collected and compared to pre-test data. Data from tutorial students is also collected after FSA scores are released to measure proficiency and learning gains.

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.

Everglades Elementary School supports their students transitioning into Kindergarten by hosting a Kindergarten Round-Up in March for the upcoming school year. We have a staggered start for the Kindergarten students during the first week in order to help transition our students to Kindergarten and our school. Parents can also walk their children to class during the first week of school.

ESE transition meetings are held for ESE students entering 6th grade. Everglades works with its two incoming middle schools, Emerald Cove and Crestwood on incoming events (field trips, parent nights etc).

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.

Everglades Elementary is implementing AVID (Advancement Via Individual Determination) in 3rd-5th grade for the FY18 school year. 3rd-5th grade teachers will utilize WICOR Strategies. Everglades has created a college/career ready campus by decorating doors with staff college certificates and decorations. In addition, teachers are working with students on setting goals. Teachers incorporate

high rigor AVID strategies to prepare students to be career and college ready, as well as participating in our "Teacher Spotlight" on the morning news. We will also include Career Day and implementation of Junior Achievement (grades K-2).

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

NA

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

AVID strategies are implemented in all academic subjects in 3rd- 5th grade.

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

NA

II. Needs Assessment

The school's completion of this 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 Everglades Elementary provides effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness.

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 Everglades Elementary provides effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness. 1a

G094945

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement - Grade 3	95.0
FSA ELA Achievement	82.0
ELA/Reading Gains	70.0
FCAT 2.0 Science Proficiency	70.0
Literacy Rate - Grade 2	75.0
Literacy Rate - Kindergarten	75.0
Literacy Rate - Grade 1	75.0

Targeted Barriers to Achieving the Goal 3

- Ensuring a collective responsibility for the academic success of students in all subgroups by providing personalized learning opportunities for all students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- AVID Program 3rd-5th grade
- Professional Learning Communities (PLCs) for data analysis and best practices
- School-wide Literacy Initiatives
- Mentoring Program
- i-Ready Adaptive Technology
- Tutorial and Extended Aftercare Academic Initiatives

Plan to Monitor Progress Toward G1. 8

The Leadership Team will monitor implementation of strategies, review progress monitoring data, and determine next steps as needed.

Person Responsible

Dwan Moore-Ross

Schedule

Monthly, from 8/14/2017 to 5/28/2018

Evidence of Completion

Data analysis of FSQs/USAs, Diagnostics, i-Ready Diagnostics and FSA assessments.

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 Everglades Elementary provides effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness. 1

G094945

G1.B1 Ensuring a collective responsibility for the academic success of students in all subgroups by providing personalized learning opportunities for all students. 2

B255461

G1.B1.S1 Provide professional learning and build teacher capacity with implementing the Pillars of Effective Instruction. 4

S269973

Strategy Rationale

All students are immersed in rigorous tasks encompassing the full intent of the standards.

Action Step 1 5

Teachers will participate in bi-weekly Professional Learning Communities (PLCs) to build capacity in standards based instruction.

Person Responsible

Dwan Moore-Ross

Schedule

Biweekly, from 8/28/2017 to 5/28/2018

Evidence of Completion

PLC agendas, lesson plans, implementation of action plans and strategies based on Pillars of Effective Instruction (ie. observations)

Action Step 2 5

Provide PD to incorporate AVID strategies to increase student engagement.

Person Responsible

Jennifer Tirado

Schedule

Monthly, from 8/7/2017 to 5/28/2018

Evidence of Completion

AVID checklist, observations, AVID agenda, PDD, site and faculty meetings.

Action Step 3 5

Administrators will conduct classroom walkthroughs and provide teachers with explicit feedback and coaching to support their learning in PLCs.

Person Responsible

Dwan Moore-Ross

Schedule

Biweekly, from 9/11/2017 to 5/18/2018

Evidence of Completion

walkthrough notes, feedback to teachers

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

Administration will monitor the implementation of the Pillars based on teacher observations.

Person Responsible

Dwan Moore-Ross

Schedule

Weekly, from 8/14/2017 to 5/28/2018

Evidence of Completion

i-Observation reports, lesson plans, and AVID assessments, classroom "look fors"

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

Administration will monitor student achievement/growth progress based on implementation of the Pillar of Effective Instruction.

Person Responsible

Dwan Moore-Ross

Schedule

Every 2 Months, from 8/14/2017 to 5/28/2018

Evidence of Completion

Growth in -Ready reports, AVID checklist, Diagnostics data and FSA assessments and i-Observation teacher growth and VAM scores.

G1.B1.S2 Provide students personalized learning opportunities that meet their individual needs. 4

S269974

Strategy Rationale

If students in all subgroups receive differentiated instruction, then student achievement in all groups will increase.

Action Step 1 5

3rd- 5th grade students will participate in AVID (Advancement Via Individual Determination) using high rigor and WICOR strategies to prepare students for college and/or career readiness.

Person Responsible

Dwan Moore-Ross

Schedule

Weekly, from 8/14/2017 to 5/28/2018

Evidence of Completion

Evidence of WICOR strategies, Student Binders, Student Assessment Data, District Site Visit Support Data, Career Day

Action Step 2 5

Students will participate in K- 5 Literacy Initiatives including i-Ready, Reading Counts, Book Buddies, Literacy Nights, and school activities to increase personalized learning opportunities.

Person Responsible

Lori Reeder

Schedule

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

Evidence of Completion

Increase in K-5 Subgroup Literacy data (FSA & i-Ready) and Reading Counts student participation, and sign in sheets

Action Step 3 5

Students will participate in an after school tutoring program and aftercare extended learning activities.

Person Responsible

Jennifer Tirado

Schedule

Weekly, from 10/5/2017 to 6/1/2018

Evidence of Completion

The Academy Tutorial Program lesson plans and data reports

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

The Leadership Team will monitor the implementation of initiatives by AVID and Literacy by conducting classroom observations and during data analysis in PLC meetings.

Person Responsible

Jennifer Tirado

Schedule

Biweekly, from 8/14/2017 to 5/28/2018

Evidence of Completion

Monitoring evident through Reading Counts points and incentive rewards, participation in literacy family events, and various sources of data.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

The Leadership Team will meet to review progress monitoring data and determine next steps as needed.

Person Responsible

Dwan Moore-Ross

Schedule

Monthly, from 8/14/2017 to 5/28/2018

Evidence of Completion

Monitoring through AVID checklist, student growth based on data reports (i-Ready, Performance Matters, goal tracking forms, etc.).

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.B1.S1.A3  A361035	Administrators will conduct classroom walkthroughs and provide teachers with explicit feedback and...	Moore-Ross, Dwan	9/11/2017	walkthrough notes, feedback to teachers	5/18/2018 biweekly
G1.MA1  M385743	The Leadership Team will monitor implementation of strategies, review progress monitoring data, and...	Moore-Ross, Dwan	8/14/2017	Data analysis of FSQs/USAs, Diagnostics, i-Ready Diagnostics and FSA assessments.	5/28/2018 monthly
G1.B1.S1.MA1  M385739	Administration will monitor student achievement/growth progress based on implementation of the...	Moore-Ross, Dwan	8/14/2017	Growth in -Ready reports, AVID checklist, Diagnostics data and FSA assessments and i-Observation teacher growth and VAM scores.	5/28/2018 every-2-months
G1.B1.S1.MA1  M385740	Administration will monitor the implementation of the Pillars based on teacher observations.	Moore-Ross, Dwan	8/14/2017	i-Observation reports, lesson plans, and AVID assessments, classroom "look fors"	5/28/2018 weekly
G1.B1.S1.A1  A361033	Teachers will participate in bi-weekly Professional Learning Communities (PLCs) to build capacity...	Moore-Ross, Dwan	8/28/2017	PLC agendas, lesson plans, implementation of action plans and strategies based on Pillars of Effective Instruction (ie. observations)	5/28/2018 biweekly
G1.B1.S1.A2  A361034	Provide PD to incorporate AVID strategies to increase student engagement.	Tirado, Jennifer	8/7/2017	AVID checklist, observations, AVID agenda, PDD, site and faculty meetings.	5/28/2018 monthly
G1.B1.S2.MA1  M385741	The Leadership Team will meet to review progress monitoring data and determine next steps as needed.	Moore-Ross, Dwan	8/14/2017	Monitoring through AVID checklist, student growth based on data reports (i-Ready, Performance Matters, goal tracking forms, etc.).	5/28/2018 monthly
G1.B1.S2.MA1  M385742	The Leadership Team will monitor the implementation of initiatives by AVID and Literacy by...	Tirado, Jennifer	8/14/2017	Monitoring evident through Reading Counts points and incentive rewards, participation in literacy family events, and various sources of data.	5/28/2018 biweekly
G1.B1.S2.A1  A361036	3rd- 5th grade students will participate in AVID (Advancement Via Individual Determination) using...	Moore-Ross, Dwan	8/14/2017	Evidence of WICOR strategies, Student Binders, Student Assessment Data, District Site Visit Support Data, Career Day	5/28/2018 weekly
G1.B1.S2.A2  A361037	Students will participate in K- 5 Literacy Initiatives including i-Ready, Reading Counts, Book...	Reeder, Lori	8/14/2017	Increase in K-5 Subgroup Literacy data (FSA & i-Ready) and Reading Counts student participation, and sign in sheets	6/1/2018 weekly
G1.B1.S2.A3  A361038	Students will participate in an after school tutoring program and aftercare extended learning...	Tirado, Jennifer	10/5/2017	The Academy Tutorial Program lesson plans and data reports	6/1/2018 weekly

V. Professional Development Opportunities

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

G1. If Everglades Elementary provides effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness.

G1.B1 Ensuring a collective responsibility for the academic success of students in all subgroups by providing personalized learning opportunities for all students.

G1.B1.S1 Provide professional learning and build teacher capacity with implementing the Pillars of Effective Instruction.

PD Opportunity 1

Teachers will participate in bi-weekly Professional Learning Communities (PLCs) to build capacity in standards based instruction.

Facilitator

Team Leaders/Grade Chairs

Participants

grade level teachers and administration

Schedule

Biweekly, from 8/28/2017 to 5/28/2018

PD Opportunity 2

Provide PD to incorporate AVID strategies to increase student engagement.

Facilitator

Latheria Strowbridge, AVID Coordinator

Participants

Administration and teachers

Schedule

Monthly, from 8/7/2017 to 5/28/2018

PD Opportunity 3

Administrators will conduct classroom walkthroughs and provide teachers with explicit feedback and coaching to support their learning in PLCs.

Facilitator

Administrators

Participants

Teachers

Schedule

Biweekly, from 9/11/2017 to 5/18/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Teachers will participate in bi-weekly Professional Learning Communities (PLCs) to build capacity in standards based instruction.	\$0.00
2	G1.B1.S1.A2	Provide PD to incorporate AVID strategies to increase student engagement.	\$0.00
3	G1.B1.S1.A3	Administrators will conduct classroom walkthroughs and provide teachers with explicit feedback and coaching to support their learning in PLCs.	\$0.00
4	G1.B1.S2.A1	3rd- 5th grade students will participate in AVID (Advancement Via Individual Determination) using high rigor and WICOR strategies to prepare students for college and/or career readiness.	\$0.00
5	G1.B1.S2.A2	Students will participate in K- 5 Literacy Initiatives including i-Ready, Reading Counts, Book Buddies, Literacy Nights, and school activities to increase personalized learning opportunities.	\$0.00
6	G1.B1.S2.A3	Students will participate in an after school tutoring program and aftercare extended learning activities.	\$0.00
Total:			\$0.00