

The School District of Palm Beach County

Barton Elementary School



2018-19 Schoolwide Improvement Plan

Table of Contents

Purpose and Outline of the SIP	3
School Information	4
Needs Assessment	6
Planning for Improvement	9
Title I Requirements	11
Budget to Support Goals	13

Barton Elementary School

1700 BARTON RD, Lake Worth, FL 33460

<https://brte.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	95%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	D	C	D*

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority

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>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

Barton Elementary School is committed to ensuring all learners reach their highest potential through an excellent and equitable collaborative community that prepares for college and career readiness.

Provide the school's vision statement.

Students will be given quality and purposeful instruction, driven by the standards that will result in student proficiency and growth.

School Leadership Team

Membership

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

Name	Title
Johnson, Tara	Assistant Principal
Sanon, Denise	Principal
Ramos, Sandra	Teacher, ESE
De La Cruz, Karla	Other
Briggs, Christine	Other
Weller, Meleshia	Instructional Coach
Holliday, Elaine	Instructional Coach
Lemus, Ana	Instructional Coach

Duties

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

Administration supports and enforces school wide positive behavior. They conduct classroom environment walk throughs to ensure that effective learning is occurring daily through a bell to bell schedule. Administration also monitors data and tracks student progress through data chats with teachers and instructional coaches. The principal and assistant principal hold monthly faculty meetings, parent trainings, and attend professional development sessions on campus.

Administrations facilitates Instructional Council meetings and participates in CPC (Collaborative Planning Communities)'s and SBT meetings.They are very involved in parent communication and student achievement.

Instructional Coaches hold multiple responsibilities. They include monitoring data through Unify, EDW, iReady, FLICKERS, and district assessments such as diagnostics, Running Reading Records, PBPA, USA's, FSQ's and NGSQ's. Coaches also track student progress through the implementation of student

tracking forms that are analyzed with teachers. Instructional coaches provide ongoing professional

development through CPCs, PDD, and common planning sessions. All coaches support teachers and students through the coaching cycle, and organize tutorial programs. As well, coaches develop school wide content area events throughout the year to promote academic engagement and parent involvement.

The Single School Culture Coordinator (SSCC) supports CPCs.

The ESOL Coordinator identifies and monitors ELL student's language acquisition. The ESOL Coordinator provides ELL strategies and support, as well as monitors the progress of ELL students on the ELL continuum. The ESOL Coordinator also supports teachers through the coaching cycle and facilitates PLCs to ensure that all teachers are equipped with strategies in effective instructional practices in order to close the achievement gap.

The ESE Coordinator facilitates the process that ensures students receive the services they need and that all students are in an inclusive setting. The ESE Coordinator also guides and assists parents and families of these students to obtain the proper resources they may need. Finally, the ESE Coordinator provides ESE instructional strategies and supports classroom teachers.

The School Based Team Leader facilitates School Based Teams (SBT) meetings. At SBT meetings she facilitates the referral process of students who are referred by teachers in the area of academics and/or behavioral deficiencies. She supports teachers with strategies and interventions used to support student achievement.

Early Warning Systems

Year 2017-18

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	29	18	19	20	18	29	0	0	0	0	0	0	0	133
One or more suspensions	0	2	2	7	9	4	0	0	0	0	0	0	0	24
Course failure in ELA or Math	86	69	85	82	78	101	0	0	0	0	0	0	0	501
Level 1 on statewide assessment	0	0	0	87	67	97	0	0	0	0	0	0	0	251

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	16	12	14	72	54	93	0	0	0	0	0	0	0	261

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	2	2	25	18	25	0	0	0	0	0	0	0	74
Retained Students: Previous Year(s)	1	2	2	24	18	25	0	0	0	0	0	0	0	72

Date this data was collected

Saturday 6/30/2018

Year 2016-17 - As Reported

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	33	31	35	29	36	22	0	0	0	0	0	0	0	186
One or more suspensions	2	0	6	3	5	11	0	0	0	0	0	0	0	27
Course failure in ELA or Math	38	67	70	105	132	68	0	0	0	0	0	0	0	480
Level 1 on statewide assessment	0	0	0	91	106	98	0	0	0	0	0	0	0	295

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	12	16	25	89	106	71	0	0	0	0	0	0	0	319

Year 2016-17 - Updated

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	33	31	35	29	36	22	0	0	0	0	0	0	0	186
One or more suspensions	2	0	6	3	5	11	0	0	0	0	0	0	0	27
Course failure in ELA or Math	38	67	70	105	132	68	0	0	0	0	0	0	0	480
Level 1 on statewide assessment	0	0	0	91	106	98	0	0	0	0	0	0	0	295

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	12	16	25	89	106	71	0	0	0	0	0	0	0	319

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Historically, Barton has performed lower in ELA than the other content areas. ELA overall proficiency was 30% (FY18), 25% (FY17), 27% (FY16), 24% (FY15). While there has been a slow and steady increase in ELA, there is still a need for improvement. Fifth grade performed the lowest with overall proficiency in ELA at 25% (proficiency was 24% in 2017).

Which data component showed the greatest decline from prior year?

Analyzing raw data, third grade math showed the greatest decline from 45% (FY17) to 39% (FY18). In addition, fifth grade math showed a slight decrease from 35%(FY17) to 33%(FY18).

Which data component had the biggest gap when compared to the state average?

Third grade proficiency in ELA had the biggest gap when compared to the state, a difference of -31% (Barton was 26% and the state was 57%). In FY17, the difference was -36% (Barton was 22% and the state was 58%). While the gap improved slightly, there is still a great gap between the state and Barton. In addition, there is a difference of -30% when compared to the district (Barton was at 26% while the district was at 56%).

Which data component showed the most improvement? Is this a trend?

The data component that showed the most improvement was fourth grade math proficiency with an increase of +21% from 24% in 2017 to 45% in 2018. In addition the learning gains in math for the subgroup black increased from 40% (2017) to 63% (2018) and the L25% subgroup black increased from 44% (2017) to 67% (2018).

Describe the actions or changes that led to the improvement in this area.

Various steps were taken that led to this improvement including a data driven PLC where the focus was on analyzing student data and providing reteaching and differentiation during the school day and in tutorial to help students succeed. Academic coaches supported teachers through the coaching cycle and common planning while the PLCs focused on best practices and analyzing student data. Finally, there was a great emphasis on reflecting on teaching practices using various forms of student data.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	30%	57%	56%	27%	52%	52%
ELA Learning Gains	56%	61%	55%	49%	56%	52%
ELA Lowest 25th Percentile	56%	56%	48%	44%	51%	46%
Math Achievement	44%	65%	62%	39%	61%	58%
Math Learning Gains	61%	63%	59%	60%	61%	58%
Math Lowest 25th Percentile	56%	53%	47%	43%	51%	46%
Science Achievement	35%	56%	55%	29%	53%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	29 (33)	18 (31)	19 (35)	20 (29)	18 (36)	29 (22)	133 (186)
One or more suspensions	0 (2)	2 (0)	2 (6)	7 (3)	9 (5)	4 (11)	24 (27)
Course failure in ELA or Math	86 (38)	69 (67)	85 (70)	82 (105)	78 (132)	101 (68)	501 (480)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	87 (91)	67 (106)	97 (98)	251 (295)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	26%	56%	-30%	57%	-31%
	2017	22%	54%	-32%	58%	-36%
Same Grade Comparison		4%				
Cohort Comparison						
04	2018	29%	58%	-29%	56%	-27%
	2017	23%	57%	-34%	56%	-33%
Same Grade Comparison		6%				
Cohort Comparison		7%				
05	2018	25%	59%	-34%	55%	-30%
	2017	24%	52%	-28%	53%	-29%
Same Grade Comparison		1%				
Cohort Comparison		2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	39%	63%	-24%	62%	-23%
	2017	45%	62%	-17%	62%	-17%
Same Grade Comparison		-6%				
Cohort Comparison						
04	2018	45%	63%	-18%	62%	-17%
	2017	24%	64%	-40%	64%	-40%
Same Grade Comparison		21%				
Cohort Comparison		0%				
05	2018	33%	66%	-33%	61%	-28%
	2017	35%	61%	-26%	57%	-22%
Same Grade Comparison		-2%				
Cohort Comparison		9%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	29%	56%	-27%	55%	-26%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	1	44	56	12	56	63	7				
ELL	23	51	50	42	62	60	18				
AMI	8	70		25	40						
BLK	31	55	69	42	63	67	47				
HSP	31	54	41	46	61	54	26				
WHT	19	50		53	70						
FRL	30	56	56	44	61	56	35				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	3	22	44	15	38	39	31				
ELL	18	33	44	34	37	35	21				
BLK	22	37	38	38	40	44	33				
HSP	26	38	53	41	40	33	32				
WHT	33	38		38	46						
FRL	25	37	46	40	40	39	31				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	To increase student achievement by providing students with effective, personalized standards based instruction in within all content areas (ELA, Math, Science) in alignment with the district's strategic plan; LTO 1.
Rationale	Overall ELA proficiency increased 5% from 25%-30% however, this is still lower than the district/state. Overall math proficiency increased slightly from 40% to 44% but this is still lower than the district/state. Finally, there was a slight increase of 3% in science with proficiency increasing from 32% in FY17 to 35% in FY18. Providing effective, personalized standards based instruction will help increase the achievement of all learners.
Intended Outcome	Overall ELA achievement (accountability data) will increase from 30% to 40%. ELA Learning gains will increase from 56% to 80%. ELA L25% will increase from 56% to 90%. Overall Math achievement (accountability data) will increase from 44% to 60%. Math Learning gains will increase 61% to 80%. Math L25% will increase from 56% to 90%. Science (accountability data) will increase from 35% to 50%.
Point Person	Denise Sanon (denise.sanon@palmbeachschools.org)
Action Step	
Description	<p>Teaching through the pillars of effective instruction, students will be engaged in rigorous tasks aligned to the state standards and content required by Florida State Statute 1003.42 and S.B. Policy 2.09 (8) (b), continuing to develop a single school culture and appreciation of multicultural diversity with a focus on reading and writing. In order to celebrate the diversity of our school, we raise awareness of multicultural events such as Haitian Heritage Month/Flag Day and Hispanic Heritage Month.</p> <p>Double Down instruction provided by teachers and academic tutors- Tara Johnson On going data monitoring (iReady, district assessments, diagnostics, etc.)-Karla De La Cruz Focus on FCIM cycle during Collaborative Planning Communities (Math)-Ana Lemus Focus on FCIM cycle during Collaborative Planning Communities (ELA)-Elaine Holliday/Meleisha Weller Implementation of Core Knowledge Language Arts Program in grades K-3-Elaine Holliday/Meleisha Weller Implementation of EL Curriculum in grades 4-5 in ELA-Elaine Holliday Afterschool and Saturday Tutorial, in addition to Standards Bootcamps throughout the school year-Ana Lemus Teacher, student, and administration data chats with focus on planning for student achievement-Denise Sanon Collaboration with resource teachers (ESE/ESOL) during CPC and Common Planning to ensure instruction in personalized to reach all learners-Sandra Ramos/Christine Briggs Coaching Cycle to support teachers in effective standards aligned instruction-Karla De La Cruz Collaboration with Center of Creative Education in grades K-3 to personalize instruction in ELA/Content Areas-Meleisha Weller Extending enrichment opportunities through French World Language to students in grades 4-5-Karla De La Cruz Continuing the Attendance Initiative to decrease absences and tardiness-Tara Johnson</p>
Person Responsible	Denise Sanon (denise.sanon@palmbeachschools.org)

Plan to Monitor Effectiveness

Description	iReady Lessons passing rates and time on task
	CKLA Domain Assessments
	PBPA Writing Assessments
	RRR data
	Winter Diagnostics in grades 3-5
	iReady Diagnostic data in grades K-5
	FSQ, USA, and NGSQ Data
Person Responsible	Imagine Learning Data
	Denise Sanon (denise.sanon@palmbeachschools.org)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Barton hosts an AVID goal setting night, where students invite their parents to a student led conference about their academic performance and develop goals. During this time, teachers congregate with parents and students to learn more about students' academics and steps needed to achieve their desired outcome. Barton also offers opportunities such as Parent University, where faculty members share ideas as to how parents can monitor and support their children's success at home..In addition, Barton provides extra-curricular activities for students to attend with their families, such as Curriculum night, STEM night, Literacy Night including the Book Fair, and Science Night.

Barton offers Coffee with the Principal once a month where parents are invited to a morning meeting hosted by the principal. These meetings provide important updates about what is occurring in the school.

Parents are encouraged to attend monthly SAC meetings. At all parent meetings, the parents are provided with headsets in which language facilitators translate from English to their native language.

PFEP Link

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

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.

Barton has a guidance program that allows students opportunities to talk with counselors about any issues they face inside or outside of school. The school utilizes two counselors, one being an ELL counselor that is exclusive to the ELL population. Guidance counselors also conduct peer mediation with the students prior to writing student referrals. This allows students to learn how to use conflict resolution. The guidance counselor runs a Title III program for students who are new to the country as well. Boys Town provides support for students in grades K-1 through play therapy. In addition, our Social Emotional Learning (SEL) Task Force which is a proactive measure in which staff promotes the success of each child's social and emotional development.

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

To assist with the transition of school-based and community children into the kindergarten program at Barton 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)
- Scheduling of a talk/meeting with preschool children's families
- Holding open house for families of incoming kindergarten children
- Making plans for preschool children to practice kindergarten routines, such as carrying lunch tray
- Scheduling opportunities or creating guides for reading books or having conversations with children about what kindergarten will be like
- Providing for the transmittal of written records of a child's experiences or status to the kindergarten teacher
- Distributing of community resources (e.g., libraries, locations for immunizations and physicals) to enable families to access them during the summer before kindergarten
- Providing home learning activities to families to help them prepare children for kindergarten entry
- At the end of the school year, the school holds a kindergarten round up event. At this event parents are informed of what they need to do in order to get their child ready for Kindergarten. Kindergarten is a staggered start at the beginning of the year. Barton also offers a VPK and Pre-K ESE (behavior) program to support incoming students.

Lake Worth and Lantana Middle Schools visit Barton's fifth grade students to talk about the programs offered in middle school, as well as the structure and expectations of the school. They are able to speak to guidance counselors to discuss classes they may take in 6th grade. In order to properly fill out choice programs for middle schools, Barton offers support to fifth grade students' families. Guidance counselors and CLF's help with the application process.

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.

In alignment to school board 2.09 and Florida State statute 1003.42 our school highlights multicultural diversity within the arts, and content areas in addition to school wide events. Our students participate in activities and studies including, but not limited to, art expos of different cultures and in music our students study music of different eras and countries and in media our library selection is filled with books related to the variety of cultures and contributions of black and African Americans, Latino and Hispanics and women with in US History. We also host a school-wide Multicultural Day to celebrate diversity.

Barton implements multiple measures of analyzing school-wide data that drives the RTI process. Students are assessed by FLICKERS, Diagnostics, Performance Matters Assessments, Florida Standards Assessments, iReady district diagnostics, and Florida Standards Quizzes and Unit Standards Assessments, as well as Reading Running Records. Kindergarten and first grade students participate in the Pre-LAS test for ELL placement, 2nd-5th grade ELL students are assessed with the LAS Links, and the annual test administered for ELL students is ACCESS. In addition, the WIDA is used to assess ELL students' proficiency in the areas of speaking, listening, reading, and writing. Teachers are trained by instructional coaches to assess data, modify, and implement differentiated instruction based on the results of data.

Single school culture (Academics, Behavior, Climate)

Academics:

Collaborative Planning Communities occur every week per grade level. All grade level teachers meet with the Single School Culture Coordinator, the academic coaches and administration to discuss and analyze data, modify instruction, and create standards based learning goal scales. In addition, student work and best practices are shared and analyzed. Grade levels meet for Common Planning. At this time, the grade levels come together to discuss standards based and data driven instruction that they will focus on for the next few weeks. Teams create goals and plans based on standards, domains, units of study, and big ideas. It is then determined how all subject areas can be incorporated into the subject being taught. All teachers will be trained in LLI and provide small group instruction to students in the extended thirty minutes. This includes fine arts and resource teachers. . The Center for Creative Education has awarded Barton a grant to promote arts integration in grades K-2. All students who are beginning on the ELDC, that require English language acquisition, will use Imagine Learning.

Behavior: CHAMPS school wide, universal attention signal

Barton is implementing a School-wide Positive Behavior System. CHAMPS is being implemented by all staff members in all areas of the school.

Climate: Universal Behavioral Matrix

District resources allocated to our school

Regional support teams

Curriculum support

Reading Interventionist

Single School Culture Coordinator

Pre-K unit

VPK units

Curriculum support -Professional Development

MTSS - Professional Development

Multicultural grant to work with level 1 and ESOL students.

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

Barton is an AVID school which supports college and career readiness. Barton partners with Teamwork USA to provide selected students a scholarship for college. Barton also hosts a yearly career day to make students aware of careers they may pursue in post high school.

AVID strategies are taught and implemented in grades 2-5. These strategies foster organization, goal setting, and study habits that students will use in their upcoming grade level. In addition, in order to increase academic success and college readiness, Barton hosts a Leadership Club where students engage in school and community projects to build future leaders.

Barton also cultivates a college and career readiness culture school-wide in grades Pre-K-5. Following AVID principles, students start thinking about their college and career choice at an early age. Students also engage in goal setting opportunities where they set 1 year, 3 year, and 5 year goals in order to prepare them for the upcoming grade levels and college/career paths. Barton's partnership with Team USA provides college scholarships to qualifying students in order to encourage college readiness and success.

Part V: Budget

Total:

\$1,729.00