

The School District of Palm Beach County

Boca Raton Elementary School



2018-19 Schoolwide Improvement Plan

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Boca Raton Elementary School

103 SW 1ST AVE, Boca Raton, FL 33432

<https://bres.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	77%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	63%

School Grades History

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

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.

Boca Raton Elementary School is committed to providing all students with a safe, positive and challenging learning environment so that they can reach their fullest potential socially, emotionally, and academically according to their individual needs..

Provide the school's vision statement.

As educators, we will ensure every child has the opportunity to succeed.

School Leadership Team

Membership

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

Name	Title
Drautz, Marc	Other
Vidueira, Laura	Teacher, K-12
Elfe, Renee	Principal
Coyle, Monique	Assistant Principal

Duties

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

Mrs. Elfe is the principal of Boca Raton Elementary School and thus is responsible for the oversight and monitoring of all personnel and initiatives including the leadership team. Mrs. Coyle will support Mrs. Elfe in monitoring the personnel, and action step outlined in the plan. Mr. Drautz and Mrs. Viduiera will be instructional supports to our teachers and provide small group instruction to ensure our students are successful.

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	9	8	8	11	10	10	0	0	0	0	0	0	0	56
One or more suspensions	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	20	25	26	25	8	19	0	0	0	0	0	0	0	123
Level 1 on statewide assessment	0	0	0	25	16	18	0	0	0	0	0	0	0	59

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	2	3	1	20	9	15	0	0	0	0	0	0	0	50

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	0	0	0	3	0	0	0	0	0	0	0	0	0	3
Retained Students: Previous Year(s)	0	0	2	7	0	0	0	0	0	0	0	0	0	9

Date this data was collected

Saturday 8/25/2018

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	2	9	5	1	4	5	0	0	0	0	0	0	0	26
One or more suspensions	1	0	0	2	1	1	0	0	0	0	0	0	0	5
Course failure in ELA or Math	20	17	23	32	25	22	0	0	0	0	0	0	0	139
Level 1 on statewide assessment	0	0	0	17	12	14	0	0	0	0	0	0	0	43

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	2	1	3	18	12	13	0	0	0	0	0	0	0	49

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	2	9	5	1	4	5	0	0	0	0	0	0	0	26
One or more suspensions	1	0	0	2	1	1	0	0	0	0	0	0	0	5
Course failure in ELA or Math	20	17	23	32	25	22	0	0	0	0	0	0	0	139
Level 1 on statewide assessment	0	0	0	17	12	14	0	0	0	0	0	0	0	43

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	2	1	3	18	12	13	0	0	0	0	0	0	0	49

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?

Our lowest component for FY18 was 3rd grade ELA. Based on the past three year's data, this is not a trend. In FY17 we were at 52% which was 10% higher than the previous year which was 42% (in FY16). We seem to be fluctuating back and forth based on the students we are servicing in that cohort.

Which data component showed the greatest decline from prior year?

3rd grade math showed the greatest decline. We decreased by 15% in this area.

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

Compared to the state average our 3rd grade reading data had the biggest gap. Our school had a 39% passing rate, and the state's average was 57%. This resulted in a -18% gap.

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

The data component that showed the most improvement was our 5th grade science component that increased by 13%. Last year we were at 42% and this year we were at 55%. This is not yet a trend. Again, we seem to be fluctuating up and down based on the cohort.

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

We were able to secure permanent personnel. (The year prior the one teacher we had for this subject was out on maternity leave for several months). We also put tutoring in place both during the school day and after school twice a week targeting students with gaps in their scientific thinking and knowledge base.

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	58%	57%	56%	59%	52%	52%
ELA Learning Gains	60%	61%	55%	72%	56%	52%
ELA Lowest 25th Percentile	56%	56%	48%	64%	51%	46%
Math Achievement	65%	65%	62%	64%	61%	58%
Math Learning Gains	64%	63%	59%	72%	61%	58%
Math Lowest 25th Percentile	58%	53%	47%	55%	51%	46%
Science Achievement	55%	56%	55%	65%	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	9 (2)	8 (9)	8 (5)	11 (1)	10 (4)	10 (5)	56 (26)
One or more suspensions	1 (1)	0 (0)	0 (0)	0 (2)	0 (1)	0 (1)	1 (5)
Course failure in ELA or Math	20 (20)	25 (17)	26 (23)	25 (32)	8 (25)	19 (22)	123 (139)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	25 (17)	16 (12)	18 (14)	59 (43)

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	39%	56%	-17%	57%	-18%
	2017	52%	54%	-2%	58%	-6%
Same Grade Comparison		-13%				
Cohort Comparison						
04	2018	68%	58%	10%	56%	12%
	2017	61%	57%	4%	56%	5%
Same Grade Comparison		7%				
Cohort Comparison		16%				
05	2018	56%	59%	-3%	55%	1%
	2017	53%	52%	1%	53%	0%
Same Grade Comparison		3%				
Cohort Comparison		-5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	53%	63%	-10%	62%	-9%
	2017	68%	62%	6%	62%	6%
Same Grade Comparison		-15%				
Cohort Comparison						
04	2018	68%	63%	5%	62%	6%
	2017	75%	64%	11%	64%	11%
Same Grade Comparison		-7%				
Cohort Comparison		0%				
05	2018	69%	66%	3%	61%	8%
	2017	73%	61%	12%	57%	16%
Same Grade Comparison		-4%				
Cohort Comparison		-6%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	50%	56%	-6%	55%	-5%
	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	32	53	41	43	67	74	18				
ELL	29	61	64	52	75						
BLK	50	53	42	53	49	46	50				
HSP	49	59	50	56	57		42				
WHT	74	68		87	80		61				
FRL	53	56	50	57	57	56	50				

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	15	61	53	38	57	41					
ELL	35	73		55	74						
BLK	46	65	47	59	72	56	33				
HSP	50	64		76	75		30				
WHT	76	71		83	76		55				
FRL	52	67	45	68	75	50	41				

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 Increase on grade level reading proficiency in Grade 3 by 17 percentage points, from 39% to 56%.

Rationale Our District's Strategic Plan has a long term outcome of increasing on-grade level reading by Grade 3 to 75% by the year 2021. Our third grade students had a 39% proficiency rate last year. We need to increase this level in order to meet the District's long term outcome. Research shows that when students do not read on grade level by Grade 3 their high school graduation rate is negatively affected. Therefore this is an important area of focus for our school.

Intended Outcome The intended outcome is that at least 56% of our Grade 3 students will meet proficiency standards and be on grade level by FY19.

Point Person Monique Coyle (monique.coyle@palmbeachschools.org)

Action Step

Description

1. We need to engage parents in activities that build their understanding of the ELA standards in grades K-3 and develop their skills in assisting their children to excel as readers starting in Kindergarten.
2. Provide teachers with various professional learning opportunities that allow them to work collaboratively on designing standards-based differentiated lessons.
3. During parent conferences, teachers will review the standards being studied at that time and review the standard-based report card, as well as the School-Parent Compact.
4. We will use our Academic Success Tutors during the school day to intentionally target our third grade students.
5. We will offer free morning and afternoon tutoring that will be targeted small group instruction.

Person Responsible Monique Coyle (monique.coyle@palmbeachschools.org)

Plan to Monitor Effectiveness

Description Principal and Assistant Principal will walk through classrooms on a regular basis and provide feedback to teachers on instructional methodologies to improve instruction. Teachers are monitored through informal walkthroughs, and lesson plan checks to ensure they are implementing what is being discussed at PLCs. Administration will collect School-Parent Compacts and conference forms.

Person Responsible Monique Coyle (monique.coyle@palmbeachschools.org)

Activity #2

Title	Increase learning gains of students in the lowest 25% in grades 3-5 by 9 percentage points in ELA (56% to 65%) and by 7 percentage points in Math (58% to 65%).
Rationale	Our students whose achievement levels fall into the low 25% in ELA are our most vulnerable students. These students are our ESE students and ELL students. We are on a mission to decrease the achievement gap in these areas therefore we are focusing on our students that are in need of the most support with the goal of achieving equitable outcomes.
Intended Outcome	Our intended outcome is that our students in the low 25% quartile in ELA achievement will increase learning gains from 56% to 65% and in math from 58% to 65%.
Point Person	Renee Elfe (renee.elfe@palmbeachschools.org)

Action Step

Description	<ol style="list-style-type: none">1. Plan parent events early in the school year and share calendar with parents so they may plan in advance. Parents have a need for explanation and understanding of FSA standards and strategies to help build students' skills at home.2. Utilize part-time parent liaisons to provide parents will consistent communication regarding upcoming opportunities for trainings.3. Provide teachers with various professional learning opportunities that allow them to work collaboratively on designing standards-based differentiated lessons.4. During parent conferences, teachers will review the standards being studied at that time and review the standard-based report card, as well as the School-Parent Compact.5. We will provide LLI as an intervention to our students in the low 25% in ELA and provide afternoon small group tutorial group for our low 25% in math.
Person Responsible	Renee Elfe (renee.elfe@palmbeachschools.org)

Plan to Monitor Effectiveness

Description	Principal and Assistant Principal will walk through classrooms on a regular basis and provide feedback to teachers on instructional methodologies to improve instruction. Teachers are monitored through informal walkthroughs, and lesson plan checks to ensure they are implementing what is being discussed at PLCs. Parent Family Engagement Plan and trainings will be monitored by administration by attending events and reviewing parent feedback. Administration will collect School-Parent Compacts and conference forms.
Person Responsible	Renee Elfe (renee.elfe@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.

We will continue to solicit feedback from parents regarding their comfort level in contacting teachers and administrators with questions or problems;

- * Communicate classroom and school news to parents through our school website, twitter, robo-calls, marquee, flyers, etc.
- * Positive notes, letters, phone calls home, Dojo messages.
- * Offer opportunities for FSA, technology, and tutorial trainings, at school and community centers to ease parental comfort and communication.

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.

Mentors are assigned to students with particular needs. Mentors will meet on a regular basis with their students to discuss any issues they have, including homework, class instruction, etc. The mentor will have lunch with the student at least once a month. Classroom teachers constantly monitor students for any signs of social or emotional issues, at which time they would refer to the guidance counselor. Students with social-emotional issues may also be referred to the School-Based Team (SBT) for assistance. Guidance Counselor provides weekly groups for those who need extra care (divorce, grieving, social problems, etc).

Our school will infuse the content required by Florida Statute 1003.43(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- * History of Holocaust - Lesson plans for grades 3-5 and a story read to K-2 with a follow up lesson.
 - * History of Africans and African Americans - during the month of February students present during the morning news on accomplishments and milestones.
- Throughout the year literacy is infused.
- * Hispanic Contributions - literacy is embedded throughout the year of important contributions
 - * Women's Contributions - literacy is embedded throughout the year of important contributions
 - * Sacrifices of Veterans - students write letters for soldiers during Veteran's Day, Memorial Day, and holidays to show support. Teachers and students will read books about sacrifices of soldiers.

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

The preschool to elementary transition program is coordinated by the Certified School Counselor along with the kindergarten team, and Choice Coordinator. During the year, the local preschool programs receive educational materials from the Boca Raton Elementary kindergarten team, Also, visits are conducted by the kindergarten teachers to local preschools in order to acclimate them to the kindergarten expectations. Additionally, students from the preschool programs, along with their teachers and administrators, participate in a one day transition program with Boca Raton Elementary kindergarten teachers and students. Participating students are provided with the opportunity to meet key members of faculty, participate in a kindergarten classroom as a student for a few hours, tour the campus, eat in the cafeteria and generally become familiar with a day in the life of a kindergartner at Boca Raton Elementary. Furthermore, preschool students and their parents participate in our Kindergarten round-up morning where students get a second opportunity to meet with staff members and tour the school while parents get an opportunity to register their students for kindergarten and receive information and resources for kindergarten readiness for August . The Kindergarten Round Up is advertised on our school website and social media pages. Information is sent to local feeder preschools in our boundaries, flyers are sent home with current students and it is posted on our school marquee.

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.

Effectiveness of Core Instruction

The school improvement plan has identified an area in need of improvement. This area has been identified and addressed with strategies to improve the targeted goal. Weekly meetings are held with stakeholders to review and update the plan as necessary.

Pillars of effective instruction - students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity in alignment to school board policy 2.09 with a focus on ELA/reading across the content areas.

Resource Allocation

Supplemental materials have been purchased by the school administration and school district in order to ensure that each student has the materials necessary to attain grade level expectations.

Small group and Individual needs

iii - instruction provided daily by all teachers on staff that are not homeroom teachers, fine arts, all available certified teachers. Each small group utilizes research-based materials approved by the district.

Tier 2 intervention

Small group instruction is performed by the teachers in the classroom for identified students.

Tier 3 interventions are provided by ESE teachers and other support personnel for identified students.

SwPBS

School wide expectations are taught and modeled in all our classrooms and our campus.

Safe Environment

The guidance program is aligned with the standards delineated by the American School Counseling Association and focuses on anti-bullying, conflict-resolution, character education, social skills acquisition, and goal setting.

Title I , Part t Title I funds pay for our tutorials both 5 mornings a week, and 2 afternoons. This year we also have 2 - 4 hour academic tutors. We have Title I funds for staff members to serve part-time as parent liaisons that are available for support.

Title I, Part C Migrant

District standardized curriculum provides consistency to transitory students. Students are provided meals at a free or reduced cost and a local organization provides backpacks of food to ensure weekend meals.

Title I, Part D

The district receives funds to provide support services. These services are coordinated with the District Drop-Out prevention programs.

Title II

The District receives supplemental funds for improving basic education programs through Area Support

Teams and District Curriculum Support for teachers.

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title X- Homeless

Area attendance specialist provides resources for students identified as Homeless under the McKinney - Vento ACT to eliminate barriers for a free and appropriate education. Guidance counselor provides on-site monitoring of identified students.

Nutrition Programs

Boca Helping Hands supports "Blessings in a Backpack." A program where students on free/reduced lunch have the opportunity to take home a backpack every Friday filled with nutritional food for the weekend.

Job Training

Every May, students participate in a career day, in which they see the demands and qualifications needed for various professions.

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

Boca Elementary has business partnerships with many businesses in the area; including banks, city workers, restaurants, etc. These business partners come in from time to time to speak to classes about their business and what college or career training is necessary for that job. We also provide a career day each year in May where city, county, and local businesses and professionals come to the school and speak about their careers and what education and training is necessary. Due to our location we have a great relationship with the City of Boca Raton, the Mayor and Council members come to the school several times a year to read to children, participate in special events, etc.

Part V: Budget

Total:	\$818.00
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