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Del Prado Elementary School

7900 DEL PRADO CIR N, Boca Raton, FL 33433

<https://dpes.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 KG-5	No	28%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	46%

School Grades History

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

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.

Del Prado Elementary School will educate our students to be caring, self-motivated, resourceful, and creative. Our students will attain individual excellence and skills mastery enabling them to adapt and meet the demands to succeed throughout their educational career and beyond.

Provide the school's vision statement.

The Del Prado teachers and parents, in cooperative partnership, are committed to fostering and enhancing our children's unique talents and creativity to develop involved citizens in a lifelong learning process. We have the courage to be different, the willingness to adapt, and the ability to be creative in the pursuit of excellence. Del Prado sets the standards for excellence in elementary education for forging partnerships based on trust and understanding.

School Leadership Team

Membership

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

Name	Title
Morem, Kathryn	Principal
Figueroa, Susan	Assistant Principal
Urbano, Kelly	Teacher, ESE
Schmidt, Kathryn	Teacher, K-12
Montgomery, Tyler	Teacher, K-12
Aliaga, Christy	Teacher, K-12
Garmon, Lauren	Teacher, K-12
Gonzalez, Laura	Teacher, K-12

Duties

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

Committee met over the summer to reevaluate the School Improvement Plan to meet the needs of our school based on previous year's data. The team continues to meet biweekly throughout the school year to monitor academic and school culture/climate goals. The team continually analyzes assessment data to drive instructional decisions. Members of the team provide coaching and training to teachers in need of support.

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	21	10	23	16	12	20	0	0	0	0	0	0	0	102
One or more suspensions	1	0	0	0	0	9	0	0	0	0	0	0	0	10
Course failure in ELA or Math	22	42	32	51	40	49	0	0	0	0	0	0	0	236
Level 1 on statewide assessment	0	0	0	14	9	32	0	0	0	0	0	0	0	55

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	6	5	6	16	12	37	0	0	0	0	0	0	0	82

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	0	1	0	0	0	0	0	0	0	0	0	1

Date this data was collected

Monday 9/10/2018

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	12	11	19	8	13	14	0	0	0	0	0	0	0	77
One or more suspensions	2	1	0	0	1	0	0	0	0	0	0	0	0	4
Course failure in ELA or Math	16	38	37	26	39	42	0	0	0	0	0	0	0	198
Level 1 on statewide assessment	0	0	0	8	16	24	0	0	0	0	0	0	0	48

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	5	3	6	7	16	26	0	0	0	0	0	0	0	63

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	12	11	19	8	13	14	0	0	0	0	0	0	0	77
One or more suspensions	2	1	0	0	1	0	0	0	0	0	0	0	0	4
Course failure in ELA or Math	16	38	37	26	39	42	0	0	0	0	0	0	0	198
Level 1 on statewide assessment	0	0	0	8	16	24	0	0	0	0	0	0	0	48

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	5	3	6	7	16	26	0	0	0	0	0	0	0	63

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?

The data component that performed the lowest in both reading and math was our Low 25%. This subgroup of students is made up of general education students, gifted students, and students with and without disabilities. This is a trend when looking at previous year's data.

Which data component showed the greatest decline from prior year?

While we did not have a decline in this year's data, our Low 25% in ELA was stagnant this year, showing no growth between this year and last. Within the data provided, we have a 5% decrease within our 3rd grade comparison and a 5% decrease within the 4th grade cohort comparison in ELA. Therefore, our 4th graders (last year's 3rd graders) and 5th graders (last year's 4th graders) should also be a strong focus, given their comparative data.

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

Our school outperformed the state average in all applicable categories. This is a trend within our school data historically.

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

The data component that showed the most improvement was our science achievement. This has not been a trend as this was a major focus for the 17-18 school year (within our School Improvement Plan).

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

The actions that led to the improvement in this area were collaborative planning and school-wide focus initiatives. There was time set aside within the school year for teachers to meet and plan around the Science Standards and data-based analysis of student needs. Our goals were posted when we met as an entire faculty and our goal of improving science achievement was talked about at each faculty meeting and PLC in order to show importance and dedication to the goal.

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	86%	57%	56%	82%	52%	52%
ELA Learning Gains	73%	61%	55%	57%	56%	52%
ELA Lowest 25th Percentile	64%	56%	48%	54%	51%	46%
Math Achievement	84%	65%	62%	84%	61%	58%
Math Learning Gains	71%	63%	59%	63%	61%	58%
Math Lowest 25th Percentile	59%	53%	47%	45%	51%	46%
Science Achievement	81%	56%	55%	78%	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	21 (12)	10 (11)	23 (19)	16 (8)	12 (13)	20 (14)	102 (77)
One or more suspensions	1 (2)	0 (1)	0 (0)	0 (0)	0 (1)	9 (0)	10 (4)
Course failure in ELA or Math	22 (16)	42 (38)	32 (37)	51 (26)	40 (39)	49 (42)	236 (198)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	14 (8)	9 (16)	32 (24)	55 (48)

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	83%	56%	27%	57%	26%
	2017	88%	54%	34%	58%	30%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2018	83%	58%	25%	56%	27%
	2017	83%	57%	26%	56%	27%
Same Grade Comparison		0%				
Cohort Comparison		-5%				
05	2018	83%	59%	24%	55%	28%
	2017	78%	52%	26%	53%	25%
Same Grade Comparison		5%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	84%	63%	21%	62%	22%
	2017	93%	62%	31%	62%	31%
Same Grade Comparison		-9%				
Cohort Comparison						
04	2018	91%	63%	28%	62%	29%
	2017	77%	64%	13%	64%	13%
Same Grade Comparison		14%				
Cohort Comparison		-2%				
05	2018	72%	66%	6%	61%	11%
	2017	81%	61%	20%	57%	24%
Same Grade Comparison		-9%				
Cohort Comparison		-5%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	77%	56%	21%	55%	22%
	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	50	56	44	58	46	27	43				
ELL	72	72	68	76	66	73	67				
ASN	85	82		94	82		100				
BLK	86	80		79	60						
HSP	87	77	62	86	69	62	85				
MUL	95	92		83	73						
WHT	85	68	59	82	72	60	79				
FRL	76	73	63	75	58	41	73				
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	42	47	52	60	50	52	26				
ELL	61	74	83	79	64	64					
ASN	92	69		100	81						
BLK	92	80		77	70						
HSP	80	64	68	82	57	52	72				
MUL	90	79		90	57						
WHT	87	70	58	86	61	51	71				

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
FRL	78	68	66	81	61	45	59				

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	Immediate Intensive Intervention
Rationale	In looking at our school data, our lowest 25% (L25) showed the most need for remediation. This showed across our data throughout all grade levels and was identified by the SIP team as a needed area of focus. This subgroup did not show growth from FY17 to FY18, staying at 64% proficiency.
Intended Outcome	The intended outcome is to increase reading learning gains among our L25 from 64% to 75%.
Point Person	Tyler Montgomery (tyler.montgomery@palmbeachschools.org)

Action Step

Description	<p>Each teacher will receive District lead training on the use of LLI (Leveled Literacy Intervention by Fountas and Pinnell) in order to use the research-based system with validity and reliability. The teachers will also have taken a Reading Running Record (RRR) Level 1 training by a District Trainer in order to be appropriately assessing a student's reading level.</p> <p>Students in the lowest 25% of each grade level will then be placed into small groups based on a myriad of data; including their RRR level. These groups will contain students with similar needs and will allow for maximum effectiveness within the leveled system.</p> <p>Fidelity to school based team model ensures student reading deficiencies are identified and serviced through the RTI tiers.</p> <p>Both before and after school tutoring will be made available in an effort to provide an additional layer of support to all identified L25 students.</p>
Person Responsible	Tyler Montgomery (tyler.montgomery@palmbeachschools.org)

Plan to Monitor Effectiveness

Description	<p>Every 3rd PLC in our grade level rotations, teachers will discuss the data collected within each group and next steps for each group of students. The information will be updated on a Growth Monitoring board within the PLC room to ensure that we are targeting our lowest 25% with efficiency.</p> <p>iii will receive exclusive PLC review time every 8 weeks to determine student needs based on current intervention records progress monitoring; students either remain in iii for another 8 weeks of instruction, are mainstreamed back into Tier 1 core instruction, or referred to school based team.</p> <p>Every iii student will receive a Progress Monitoring Plan, housed by their homeroom teacher.</p>
Person Responsible	Laura Gonzalez (laura.e.gonzalez@palmbeachschools.org)

Activity #2

Title	Differentiated Instruction in Small Group Instruction
Rationale	In order to truly meet the needs of every student, we will provide data based targeted small group instruction. Group creation and instruction will be data based and data focused and will be fluid to account for students' needs across curriculum areas. These groups will also provide an opportunity to both expand and extend learning tasks in order to keep the rigor high for all students.
Intended Outcome	Students will demonstrate greater achievement in identified areas as measured by formal and informal assessments. Students will demonstrate greater engagement in learning tasks as evidenced by observable student behavior and student artifacts.
Point Person	Kathryn Morem (kathryn.h.morem@palmbeachschools.org)

Action Step

Teachers will use their data to break their students up into groups with planned standards-aligned tasks for each group based on need and required curriculum task.

Del Prado will conduct a School Best Practices for Inclusive Education to ensure that all students, regardless of disability status are instructed in the Least Restrictive Environment (LRE). This will provide all students equal access to differentiated groups and rigorous instruction.

Description	Students will be immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida Statute 1003.42. Teachers will infuse culturally relevant lessons and rigorous text into instruction, including but not limited to, Holocaust studies, African American studies, multicultural diversity, and women in US History. By doing so, teachers will assist students in making connections to text, provide students the opportunity to apply critical thinking skills, provide different perspectives, increase opportunities for differentiated instruction, create culturally competent students, foster an appreciation of multiculturalism, fairness, and equity, and keep students engaged in instruction.
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Person Responsible	Kathryn Morem (kathryn.h.morem@palmbeachschools.org)
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Plan to Monitor Effectiveness

Description	Data will be analyzed by teachers as assessments are completed so that the information can be utilized to continue to provide targeted student groupings and instruction. Administration will conduct walk-throughs on a regular basis to look for evidence of small group differentiated instruction.
Person Responsible	Susan Figueroa (susan.figueroa@palmbeachschools.org)

Activity #3

Title Progress Monitoring

Rationale

In order to ensure that small group instruction is effective, it is necessary to progress monitor the students. Data based decision making is the key to making certain that all areas of deficiency are addressed and that students have the opportunity to expand their learning through standards-based rigorous tasks. Progress monitoring will occur in the classroom through formal and informal measures and as a result of iii as part of the LLI programming and the requirements of the Progress Monitoring Plan.

Intended Outcome

Teachers will become aware of the needs of their students so that they can create meaningful groups with targeted instruction. Students will become aware of their needs with regard to their performance level and movement up the learning scale. Parents will be aware of how their students are performing and what is being done to intervene.

Point Person

Kathryn Schmidt (kathryn.schmidt@palmbeachschools.org)

Action Step

Description

Teachers will administer prescribed progress monitoring tools as well as their own informal assessments. Both formative and summative assessments will be utilized to make sure learning opportunities are taken advantage of as quickly as possible.

Person Responsible

Kathryn Schmidt (kathryn.schmidt@palmbeachschools.org)

Plan to Monitor Effectiveness

Description

Data will be collected and reviewed by teachers and administrators regularly to look for trends so that intervention may be provided and tweaked as student needs change.

Person Responsible

Christy Aliaga (christy.aliaga@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.

Administration works collaboratively with PTA leadership to ensure that parents and guardians are involved in a transparent and strong relationship with school staff. PTA works diligently to involve families in all school events.

Parent volunteers provide support in and outside the classroom.

Parent/Teacher conferences are conducted twice a year and as needed. Progress reports are sent home for all students each trimester according to the district schedule.

Open House and Curriculum Night are held to provide parents with information on curriculum and school policies. In addition meetings are held for AMP, Virtual School, and Safety Patrols.

All parents are encouraged to attend and participate in PTA and SAC.

We use Facebook, Twitter, Instagram, School Messenger, the marquee, and sandwich boards to advertise these events as well as to keep parents informed about other happenings around school.

Robocalls are frequently sent by administration and PTA.

PTA Ice Cream Social for families in grades k-5 who are new to Del Prado. Included information about curriculum.

Peace Zone Team sends home a newsletter three times per year.

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.

Our school counselor addresses the social and emotional needs of our students in the following ways:

- * Changing Families (Divorce/Separation/Loss)
- * Friendship Club (Social needs)
- * Classroom accommodations students (504 plan)
- * Grief Counseling (Family loss)
- * Family support (Boca Helping Hands backpacks, school supplies, field trip funding, uniforms provided for those in need)
- * Counseling referrals to outside agencies
- * Mediation
- * Panther Pals (Mentors for students experiencing emotional and social difficulties)
- * Attendance/Truancy monitoring
- * School Based Team meets weekly to discuss students with barriers to academic and social success

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

The counselor provides biweekly tours starting in January for incoming students. As part of the tour, academic and SwPBS expectations and benchmarks are discussed. Given that SwPBS sets universal guidelines and expectations for student behavior across all school settings, reviewing the guidelines helps to smooth the transition to Elementary School. We also hold a Kindergarten Orientation ("Round Up") in May for the families who will be attending Del Prado the following fall, during which students and parents are given tours of the school, a review of Florida Standards and student expectations, and have an opportunity to meet the key members of the staff (i.e. Counselor, Administration, SACC Director, ESE Coordinator) and PTA.

The ESE Coordinator and ESOL Coordinator conduct transition meetings to ensure continuation of any needed services as students transition to middle school.

The student/parent handbook is posted on our Edline page so that parents can familiarize themselves with our policies early on. Updates, flyers, and important information is also posted on Edline and Facebook.

Middle school visits and tours are arranged by the Guidance Counselor in the spring.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The School Based Team meets weekly to identify students who need assistance beyond core instruction. Through this team, data is collected and analyzed and strategies are implemented in order to facilitate effective remediation strategies for behavior and/or academics. The goal is to have noted improvement in either or both areas, depending on the student's needs. The implementation of strategies is monitored regularly by the team, which revisits the cases on an ongoing basis. The administration, ESE Coordinator and Guidance Counselor provide support to the classroom teacher in using the district intervention process. Strategies developed and outlined in the SIP are directly tied to what is implemented in the classroom. Parents and guardians are included in meetings. Teachers inform parents of strategies being implemented.

Our school integrates Single School Culture by sharing our universal guidelines for success, following our behavioral matrix and teaching expected behaviors, communicating with parents, and monitoring SwPBS. We update our action plans during Peace Zone Team meetings. We instill an appreciation for multicultural diversity, through our anti bullying campaign, structured lessons, and implementation of SwPBS programs.

We have a bully hot line and bully boxes at the school for anonymous reporting of bullying incidences. Our guidance counselor addresses bullying and empowerment strategies with students through classroom lessons. She also runs a Peer Mediation program, a Problem Solving Room, and involves administration whenever necessary.

In alignment with school board policy 2.09 and FI Statute 1003.42, our school highlights multicultural diversity within the arts. Our students participate in activities and studies including, but not limited to art expos of different cultures, music of different eras and countries, and books related to a variety of cultures and contributions of African Americans, Latino and Hispanics and women in US History. Our fifth grade focuses on the Holocaust studies and may culminate with a visit to the Holocaust Memorial Museum in Washington DC.

Boca Helping Hands: BHH provides weekend meals for students who are in need. We are currently identifying students for this year. We invite those who are on Free and Reduced Lunch Plans, as well as through Guidance and teacher referrals. Coordinators come on campus once a week to refill backpacks that go home on Friday and come back on Monday. We also conduct food drives for BHH, and our students visit their facilities during holiday seasons to distribute the food collected.

SAI: Services are provided for 2nd and 3rd grade students through 2 part-time SAI teachers at our school. Students are selected to participate in the program based on Reading Running Record levels being 6 months or below the grade level expectation. Students meet with the teachers daily to receive 150 minutes of additional support and instruction weekly (30 minutes per day).

This year Del Prado is hosting Samaritans 365 club. Samaritans 365 is an after school club that teaches students ways to contribute to their community and beyond. To inspire them to contribute to society by giving what they can to make the world a better place.

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

Del Prado has numerous business partners. These business partners promote student success in preparation for successful post secondary outcomes and citizenship through incentive programs. For example, Pizza Hut provides free pizza to students that read a set amount of books, Moe's Southwest Grill provide free meals to students who make A/B honor roll, etc... All students are provided the information for the Showcase of Schools which includes secondary career preparatory options for those interested students.

Del Prado celebrates high academic achievement through trimester based academic awards assemblies, with acknowledgement of academic achievement and growth, thus fostering a consistent pattern of academic success required for career and college readiness.

Part V: Budget

Total:	\$0.00
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