

The School District of Palm Beach County

# Sandpiper Shores Elementary School



2018-19 Schoolwide Improvement Plan

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## Sandpiper Shores Elementary School

11201 GLADES RD, Boca Raton, FL 33498

<https://sses.palmbeachschools.org>

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2017-18 Title I School</b>	<b>2017-18 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	No	43%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	57%

### School Grades History

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

Sandpiper Shores 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.

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

Sandpiper Shores Elementary envisions a dynamic collaborative multi-cultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

### School Leadership Team

#### Membership

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

Name	Title
Coletto, Stephanie	Principal
Boone, Sheila	Assistant Principal
Brandt, Renee	Teacher, ESE
Rice, Traci	Teacher, K-12
Brodbeck, Alison	Psychologist
Davies, Randi	Other
Lessne, Dahlia	School Counselor
Anderson, Luisa	School Counselor
Whitehurst, Wendy	Instructional Coach

#### Duties

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

The leadership team meets bimonthly to discuss student data and pending rti and SBT progress. We strive to create a single school culture of data driven decisions to guide an support our teams. The leadership team discusses trends in the school and outside community. The leadership team discusses problems in the operation and in function and brainstorms solutions to develop purposeful, personalized support to ensure all students learn. The guidance counselors run a mentoring program. they do social emotional learning groups. Ms. Rice runs our RTI and ms. brant is incharge of ESE and runs our School-based team.

### 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	20	12	19	27	28	18	0	0	0	0	0	0	0	124
One or more suspensions	0	1	0	1	4	2	0	0	0	0	0	0	0	8
Course failure in ELA or Math	37	38	58	68	51	68	0	0	0	0	0	0	0	320
Level 1 on statewide assessment	0	0	0	30	30	20	0	0	0	0	0	0	0	80

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	6	6	34	31	29	0	0	0	0	0	0	0	118

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	1	2	2	5	3	5	0	0	0	0	0	0	0	18
Retained Students: Previous Year(s)	1	2	2	5	3	5	0	0	0	0	0	0	0	18

Date this data was collected

Thursday 8/30/2018

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	24	25	18	21	13	16	0	0	0	0	0	0	0	117
One or more suspensions	1	5	0	3	4	1	0	0	0	0	0	0	0	14
Course failure in ELA or Math	33	33	57	68	43	48	0	0	0	0	0	0	0	282
Level 1 on statewide assessment	0	0	0	30	25	37	0	0	0	0	0	0	0	92

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	17	9	32	25	33	15	0	0	0	0	0	0	0	131

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	24	25	18	21	13	16	0	0	0	0	0	0	0	117
One or more suspensions	1	5	0	3	4	1	0	0	0	0	0	0	0	14
Course failure in ELA or Math	33	33	57	68	43	48	0	0	0	0	0	0	0	282
Level 1 on statewide assessment	0	0	0	30	25	37	0	0	0	0	0	0	0	92

**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	17	9	32	25	33	15	0	0	0	0	0	0	0	131

## 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?**

Third grade ELA achievement performed the lowest among grades 3-5 at 72%.  
 Math learning gains of the lowest 25% was our lowest data point at 54%

**Which data component showed the greatest decline from prior year?**

Grade 4 math achievement declined by 6%. Going from 73% in 2017 to 67% in 2018.

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

ELA Learning gains of the lowest 25% showed the biggest gap. The state average was 48% and the school average was 72%. The gap was 21%

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

ELA learning increased by 6% from 2017 to 2018. Learning gains of the lowest 25% increased by 11% from 2017 to 2018. This is a trend. ELA learning gains have increased over the last 2 years.

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

Increased support through small group instruction. Aligning interventions and resources used for each student based on differentiated needs.  
 Increased use of complex text resources and stem questions.  
 Lowest 25% focused on math.

### 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	74%	57%	56%	73%	52%	52%
ELA Learning Gains	76%	61%	55%	64%	56%	52%
ELA Lowest 25th Percentile	72%	56%	48%	41%	51%	46%
Math Achievement	74%	65%	62%	71%	61%	58%
Math Learning Gains	70%	63%	59%	61%	61%	58%
Math Lowest 25th Percentile	54%	53%	47%	33%	51%	46%
Science Achievement	66%	56%	55%	66%	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	20 (24)	12 (25)	19 (18)	27 (21)	28 (13)	18 (16)	124 (117)
One or more suspensions	0 (1)	1 (5)	0 (0)	1 (3)	4 (4)	2 (1)	8 (14)
Course failure in ELA or Math	37 (33)	38 (33)	58 (57)	68 (68)	51 (43)	68 (48)	320 (282)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	30 (30)	30 (25)	20 (37)	80 (92)

### 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	72%	56%	16%	57%	15%
	2017	73%	54%	19%	58%	15%
Same Grade Comparison		-1%				
Cohort Comparison						
04	2018	71%	58%	13%	56%	15%
	2017	73%	57%	16%	56%	17%
Same Grade Comparison		-2%				
Cohort Comparison		-2%				
05	2018	74%	59%	15%	55%	19%
	2017	64%	52%	12%	53%	11%
Same Grade Comparison		10%				
Cohort Comparison		1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	74%	63%	11%	62%	12%
	2017	70%	62%	8%	62%	8%
Same Grade Comparison		4%				
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2018	67%	63%	4%	62%	5%
	2017	73%	64%	9%	64%	9%
Same Grade Comparison		-6%				
Cohort Comparison		-3%				
05	2018	78%	66%	12%	61%	17%
	2017	70%	61%	9%	57%	13%
Same Grade Comparison		8%				
Cohort Comparison		5%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	63%	56%	7%	55%	8%
	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	42	59	59	44	55	45	41				
ELL	67	89	84	61	71	62	68				
ASN	80	60		80	70						
BLK	69	71	64	63	81	80	43				
HSP	74	80	80	74	70	53	70				
MUL	67			89							
WHT	76	75	56	75	69	48	66				
FRL	69	76	69	65	65	53	58				
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	36	57	59	44	47	50	30				
ELL	45	59	58	60	69	50	33				
ASN	67	83		80	67						
BLK	48	85	83	52	40	50					
HSP	71	69	65	73	62	53	66				
MUL	60			90							
WHT	82	69	47	80	65	33	78				
FRL	63	63	60	65	62	51	50				



### 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

<b>Title</b>	If we deliver personalized, standards-based instruction in 3rd grade, then we will increase reading proficiency by 5%. From 72% -77%
<b>Rationale</b>	Through data analysis, we determined that our third grade achievement level has been stagnant for 3 years and went down 1% in FY18. By focusing on this area we will increase student achievement and meet our long term outcome.
<b>Intended Outcome</b>	Third grade reading achievement will increase five percent in 2019; moving from 72% to 77%.
<b>Point Person</b>	Stephanie Coletto (stephanie.coletto@palmbeachschools.org)

##### Action Step

<b>Description</b>	Through PLC meetings we will plan our core instruction based on Florida Standards and the Test Item Specifications We will use only vetted resources. Holocaust, African American, and Women's Studies will be infused throughout the curriculum. Use data to identify students performing below grade level. Use a variety research-based interventions (LLI, Foundations, IReady toolkit, etc.) to target areas of weakness through small group instruction. Monitor progress regularly and revise instruction accordingly.
<b>Person Responsible</b>	Stephanie Coletto (stephanie.coletto@palmbeachschools.org)

##### Plan to Monitor Effectiveness

<b>Description</b>	Progress monitoring will occur regularly to ensure effectiveness of instruction. Formative assessments such as RRR, iReady Diagnostics, FSQ's, Teacher observation, District diagnostics. The summative assessment will be the FSA at the end of the year.
<b>Person Responsible</b>	Stephanie Coletto (stephanie.coletto@palmbeachschools.org)

Activity #2	
<b>Title</b>	If we deliver personalized, standards-based math instruction to target our lowest 25% then we will increase learning gains of the lowest 25% by 5%. From 54% to 64%.
<b>Rationale</b>	Through data analysis, we determined that the learning gains of our lowest 25% percent are much lower than our ELA reading gains of our lowest 25%. Our data shows a trend in improvement in this area over the last 2 years. However, the percentage is still much lower than we need to be.
<b>Intended Outcome</b>	The learning gains of our lowest 25% in 4th and 5th grade math will increase five percent in 2019; moving from 54% to 59%.
<b>Point Person</b>	Stephanie Coletto (stephanie.coletto@palmbeachschools.org)

Action Step	
<b>Description</b>	We will review individual student data to identify our lowest 25% math students. We will refer these students to Rtl to determine specific needs. Through PLC and grade level meetings, we will plan our core instruction based on Florida Standards and the Test Item Specifications. We will use only vetted resources. Use a variety research-based interventions (iReady toolkit, etc.) to target specific areas of weakness like fluency, foundational skills and specific standards through small group instruction. Monitor progress regularly and revise instruction accordingly.
<b>Person Responsible</b>	Stephanie Coletto (stephanie.coletto@palmbeachschools.org)

Plan to Monitor Effectiveness	
<b>Description</b>	Progress monitoring will occur regularly to ensure effectiveness of instruction. Formative assessments such as iReady Diagnostics, FSQ's, USA's, Teacher observation, District diagnostics. The summative assessment will be the FSA at the end of the year.
<b>Person Responsible</b>	Stephanie Coletto (stephanie.coletto@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.**

- Our school communicates our vision and mission statements through SAC and our website
- \* Open House, Curriculum nights, PTA General Meetings combined with awards ceremonies to increase parent involvement and numerous monthly activities (day and evening), SAC, Parent Educational Training Opportunities, ESOL parent leadership nights, etc.
  - Communicate classroom and school news to parents on a regular basis through memos, flyers, call outs, Edline, Dojo and PTA newsletter
  - Positive notes, letters, phone calls home
  - Curriculum -based family nights (Math, Science, Reading, etc.)

## 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.**

- Operational school based team (MTSS) meets weekly to discuss students with barriers to academic and social success;
- Teachers volunteers are available to mentor students in need of academic and emotional support thorough our mentoring program.
- Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports. Utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.
- School guidance counselor offers a variety of group counseling services and meets with students individually who are in need of support. Guidance counselors do a Lunch Bunch for school success and to foster relationships for students.

We have provided PD to our staff on Social-emotional learning. The school counselors have provided ways to incorporate SEL. They send out an SEL classroom tip of the week.

Support is provided by Ruth Rales organization to provide counseling for students in need.

Teachers implementing mindfulness techniques to lessen anxiety and increase engagement.

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

Strategies used to assist Pre-K children in their transition are:

Parents and students attend an orientation in May to assist in preparing students for Kindergarten

The school holds an assessment day in the summer to screen our incoming kindergarten students to begin planning rigorous instruction.

Staggered start schedule is implemented to assist students in transitioning.

Strategies used to assist students in transitioning through grade levels:

All members of the school staff participate in collaborative professional learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels and content areas. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

### **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 MTSS Leadership Team will meet weekly to review universal screening data, diagnostic data, and progress monitoring data and to review the SIP structures. Based on this information, the team will identify the professional development activities needed to create effective learning environments, determine if changes need to be made in the SIP strategies, funding or resources and determine if student needs are being met. 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 MTSS/RTI team will use the Problem Solving Model\* to conduct all meetings. Based on data and

discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student’s specific areas of deficiencies and appropriate research-based interventions to address these 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.

SAI, ESE, ESOL, and resource teachers service students who are in need of specialized services and support.

Nutritious Programs - Free Breakfast for all students every morning.

Social-emotional learning techniques.

Anti-Bullying program - Guidance Counselor

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 our SwPBS Team meetings.

We instill an appreciation for multicultural diversity through our anti bullying campaign, and implementation of SwPBS programs. Our Guidance Counselor does character classroom lessons with our students as well as social skills groups.

Muticultural diversity is infused throughout the curriculum. We embrace the racial and cultural diversity of our student body. Our students participate in art activities that highlight art from different cultures and in music our students study music of different eras and countries. Our media center is filled with books related to the variety of cultures and contributions of black and African Americans, Latino and Hispanics and women within US History. Our classroom teachers infuse these cultures and nationalities into the curriculum through literature, Social Studies and Science .Our fifth grade focuses on the Holocaust studies and culminates with a visit to the Holocaust Memorial Museum in Washington DC by our safety patrols.

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

NA

Part V: Budget	
<b>Total:</b>	<b>\$1,700.00</b>