

The School District of Palm Beach County

Verde K 8



2018-19 Schoolwide Improvement Plan

Table of Contents

Purpose and Outline of the SIP	3
School Information	4
Needs Assessment	6
Planning for Improvement	10
Title I Requirements	11
Budget to Support Goals	14

Verde K 8

3300 N MILITARY TRAIL, Boca Raton, FL 33431

<https://vrde.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)
Combination School KG-8	No	42%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	54%

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.

Verde 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.

Verde 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
Moldovan, Seth	Principal
Stansell, Christina	Teacher, K-12
Codling, Linden	Assistant Principal
Welz, Marianne	Teacher, K-12
vanwinkle, jamie	Teacher, K-12
Frazier, Jennifer	Teacher, K-12
Phillips, Pamela	Teacher, ESE
McElroy, Emily	Teacher, K-12
Tacher, Caren	School Counselor
DiSalvo, Renee	Teacher, K-12
Metviner, Jodi	Teacher, K-12
Lentine, katie	Teacher, K-12
Fieldly, Ashley	Teacher, K-12
Ibarra, Jill	School Counselor
Green, Rachel	Teacher, K-12
Stark, Mariel	Teacher, ESE

Duties

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

Our School Leadership Team meets on at least a monthly basis. We meet to discuss school-wide data and review the strengths and challenges associated with instructional programs. We review SWPBS data, RTI needs of our students, and other areas of concern throughout the school.

Team leaders then share this information with their departments(grade levels), which provides a clear path for communication between instructional staff and administration.

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	35	21	20	28	15	27	0	0	0	0	0	0	0	146
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	30	49	30	49	50	50	0	0	0	0	0	0	0	258
Level 1 on statewide assessment	0	0	0	24	32	33	0	0	0	0	0	0	0	89

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	7	3	5	27	27	30	0	0	0	0	0	0	0	99

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	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Friday 8/3/2018

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	28	13	18	19	21	14	0	0	0	0	0	0	0	113
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	27	32	49	49	53	44	0	0	0	0	0	0	0	254
Level 1 on statewide assessment	0	0	0	29	28	52	0	0	0	0	0	0	0	109

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	2	9	30	32	40	0	0	0	0	0	0	0	119

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	28	13	18	19	21	14	0	0	0	0	0	0	0	113
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	27	32	49	49	53	44	0	0	0	0	0	0	0	254
Level 1 on statewide assessment	0	0	0	29	28	52	0	0	0	0	0	0	0	109

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	2	9	30	32	40	0	0	0	0	0	0	0	119

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?

Students with disabilities showed a decrease in both Reading and Mathematics proficiency. Yes

Which data component showed the greatest decline from prior year?

Students with disabilities showed a decrease in both Reading and Mathematics proficiency.

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

Students with disabilities showed a decrease in both Reading and Mathematics proficiency.

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

Fifth grade Reading, Mathematics, and Science proficiency improved greatly from the previous year.

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

We implemented departmentalization in 5th grade classrooms, adjusting teaching responsibilities, and had more focused professional learning communities.

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	78%	55%	60%	71%	44%	55%
ELA Learning Gains	70%	56%	57%	64%	52%	54%
ELA Lowest 25th Percentile	58%	51%	52%	61%	49%	49%
Math Achievement	84%	52%	61%	83%	43%	56%
Math Learning Gains	71%	54%	58%	69%	47%	54%
Math Lowest 25th Percentile	58%	49%	52%	53%	42%	48%
Science Achievement	72%	49%	57%	72%	37%	52%
Social Studies Achievement	0%	72%	77%	0%	66%	72%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
Attendance below 90 percent	35 (28)	21 (13)	20 (18)	28 (19)	15 (21)	27 (14)	0 (0)	0 (0)	0 (0)	146 (113)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	30 (27)	49 (32)	30 (49)	49 (49)	50 (53)	50 (44)	0 (0)	0 (0)	0 (0)	258 (254)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	24 (29)	32 (28)	33 (52)	0 (0)	0 (0)	0 (0)	89 (109)

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	76%	56%	20%	57%	19%
	2017	71%	54%	17%	58%	13%
Same Grade Comparison		5%				
Cohort Comparison						
04	2018	75%	58%	17%	56%	19%
	2017	73%	57%	16%	56%	17%
Same Grade Comparison		2%				
Cohort Comparison		4%				
05	2018	71%	59%	12%	55%	16%
	2017	60%	52%	8%	53%	7%
Same Grade Comparison		11%				
Cohort Comparison		-2%				
06	2018					
	2017					
Cohort Comparison		-60%				
07	2018					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017					
Cohort Comparison		0%				
08	2018					
	2017					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	83%	63%	20%	62%	21%
	2017	84%	62%	22%	62%	22%
Same Grade Comparison		-1%				
Cohort Comparison						
04	2018	76%	63%	13%	62%	14%
	2017	82%	64%	18%	64%	18%
Same Grade Comparison		-6%				
Cohort Comparison		-8%				
05	2018	82%	66%	16%	61%	21%
	2017	73%	61%	12%	57%	16%
Same Grade Comparison		9%				
Cohort Comparison		0%				
06	2018					
	2017					
Cohort Comparison		-73%				
07	2018					
	2017					
Cohort Comparison		0%				
08	2018					
	2017					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	67%	56%	11%	55%	12%
	2017					
Cohort Comparison						
08	2018					
	2017					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

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	34	48	41	53	52	38	18				
ELL	67	73	62	72	69	55	47				
ASN	95	73		95	91						
BLK	76	75		71	50						
HSP	75	65	58	81	70	62	61				
MUL	84	77		84	85						
WHT	79	71	55	86	72	54	77				
FRL	72	68	58	78	67	46	67				
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	34	31	23	43	30	14	26				
ELL	51	65	63	80	68	55	27				

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
ASN	77			92							
BLK	63	60		56	50						
HSP	67	64	50	80	70	44	62				
MUL	63			75	70						
WHT	77	69	56	85	68	53	68				
FRL	67	62	49	82	69	53	60				

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	By the end of FY19, 79% of third grade students will be proficient on the ELA FSA state assessment.
Rationale	To ensure our students and school work towards meeting the district strategic plan of 75% of third grade students on grade-level, we are working on increasing ELA proficiency by 5%, to assist with helping the district meet one of its' Strategic Plan goals for FY19 and increase our school's proficiency.
Intended Outcome	Improve ELA proficiency in third grade to align with the district's 5% increase mission during 2018-2019.
Point Person	Seth Moldovan (seth.moldovan@palmbeachschools.org)
Action Step	
Description	<p>Pillars of effective instruction- Students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards. Identify students who are below grade-level to provide students with the necessary tools to meet proficiency. Provide standards-based instruction in ELA, through focused planning sessions utilizing CKLA resources, supported by district staff. Staff will participate in Professional Learning Team meetings throughout the year to address specific domains.</p> <p>Fluid iii groups will be established to address needs of students below grade level. LLI instruction will be a research based strategy provided to students by the SAI teacher, homeroom teacher, or instructional support staff. Small group instruction will be provided during core instructional time to address needs. After-school tutorial programming will take place beginning in January 2019.</p>
Person Responsible	Seth Moldovan (seth.moldovan@palmbeachschools.org)
Plan to Monitor Effectiveness	
Description	Teachers will track students who are below grade level, to focus targeted instruction, to struggling students. Classroom walk-throughs and rigor walks will be conducted throughout the year. Data from Iready, RRR, and CKLA interim assessments will be monitored for effectiveness of small group instruction, targeted interventions, and remediation.
Person Responsible	Linden Codling (linden.codling@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.

Verde solicits feedback from parents regarding their comfort level in contacting teachers and administrators with questions or problems through different gatherings. We also utilize the SIS portal to

communicate important information about individual students with their families.

Verde solicits feedback from parents regarding their comfort level in contacting teachers and administrators with questions or problems. Verde strives to ensure that non-threatening methods of introducing parents to teachers and administrators are accessible through Meet the Teacher, curriculum nights, parent teacher conference and school based team meetings. Our school offers fun, interactive tutorials to parents who are unfamiliar with Student Information Systems(SIS). Parents are exposed to a variety of educational technology. The administrative team communicates classroom and school news to parents through newsletters, parent link call outs, text messages, emails, and Twitter. The school offers mentoring for beginning teachers concerning effective strategies for conducting supportive and effective parent phone calls and face-to-face meetings. Sunrise Park teachers send positive notes and letters and makes phone calls home as a means to keep the lines of communication open among

Our goals:

90% of our parent population will attend Curriculum Night and Literacy Night.

90% of the parents of ELL will attend the PLC meeting

90% of the parents of SWD will attend their annual IEP meeting

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.

Verde ensures the social-emotional needs of all students are being met through various services. The School Based Team meets weekly to discuss students with barriers to academic and social success. Mentors are assigned to students identified with concerns. The school connects students with outside agencies who have cooperative agreements on campus. Verde engages with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student and school needs. The school includes core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). Staff members utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.

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

Each year, Verde Elementary School holds a Kindergarten "Round-Up" in the Spring to welcome incoming kindergarten students and families. At this meeting, we share important information about our school and what families can do to help their child prepare for the transition for the upcoming school year. In addition, we bring our 5th grade students to visit their upcoming middle school at the end of the school year.

Also, all members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. 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.

Verde offers students a tiered model of delivery of instruction (core, supplemental, intensive) Students can participate in instructional activities through iii, intensive classes, and tutorial programs. The SBT meets weekly on Tuesdays to discuss students who are currently receiving interventions through the MTSS process. This team has established a common set of norms for appropriate and positive behavior. The positive behavioral expectations are clearly conveyed to students through our common language and also through the implementation of SWPBS lessons developed around our RISE expectations. Students are brought together in grade level assemblies where school wide expectations are reviewed at various points of the school year.

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.

The SBT will utilize 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 which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist.

The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB. Specifically, both legislative actions support all students achieving benchmarks regardless of their status in general or special education

An ongoing process for identifying researched based interventions is in place. Student needs are directly matched to researched based intervention. The team meets weekly to review the students case load and monitor the weekly data that has been collected by the teachers and passed on to the case-mangers. Our school integrates Single School Culture by sharing universal guidelines for success following our behavioral matrix and teaching expected behaviors, communicating with parents, and monitoring RISE(Respect and Responsibility Invites a Safe Environment), our School Wide Positive Behavior Support Plan. We update our action plans through Learning Team meetings. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons and the implementation of SWPBS programs

Academically, our school infuses the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust- (Fifth grade Safety Patrol students visit the Holocaust Museum and the African-American Museum of History in Washington, D.C. in January)
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans and the value of Medal of Honor recipients

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

Several initiatives and programs have been established to foster a college-going culture and to support and assist administrators, teachers, students and families as they work toward achieving college readiness for all students. Some of these initiatives within Single School Culture © Initiatives include:

- Students participate in the STEM program.
- Students can participate in clubs such as SECME, Academic Games, Chess Club, and Chorus.
- Teachers participate in grant programs that give students the opportunity to participate in the global programs

Verde has many business relationships within the community. The support of these local businesses are recruited and maintained by our SAC, PTA, and administration. They are an on-going support system which help in providing financial assistance with school programs that enhance the student's academic curriculum, therefore improving student achievement.

Our over 25 Business partners and community agencies help support our afterschool tutorial, provide financial assistance for staff professional development, support our SwPBS program, and help us implement our school's vision and mission.

Part V: Budget

Total:

\$2,000.00