Equestrian Trails Elementary

2018-19 Schoolwide Improvement Plan

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Equestrian Trails Elementary

9720 STRIBLING WAY, Wellington, FL 33414

https://etes.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	No	26%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (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	A	A*

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/14/2018.

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.

It is the mission of Equestrian Trails Elementary School to prepare all students for the future by providing a rigorous curriculum to achieve academic excellence and personal growth in a safe and positive learning environment.

Provide the school's vision statement.

To achieve this mission, we believe in functioning as a dynamic, collaborative, professional multicultural learning community with a growth mindset to support all learners in reaching their highest potential.

School Leadership Team

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

Name	Title
Chorniewy, Michele	Principal
D'Aqui, Antonietta	Assistant Principal
Richards, Elizabeth	Teacher, ESE
Della Pietra, Tracy	Teacher, K-12
Tolley, Tamara	Teacher, K-12
Crane, Tim	Teacher, K-12
Leventhal, Lindsay	Teacher, K-12
Mourad, Barbara	Teacher, K-12
Petrides, Tony	Teacher, K-12
Johnson, Tara	Teacher, ESE
Jenkins, Jennifer	Teacher, K-12

Duties

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

Antonietta D'Aqui, Assistant Principal
Runs data reports and monitors all students that need tutorial, LLI or interventions. Monitors students progress in subgroups and provides data for teachers for planning in PLC's
Writes K-12 Grant to support tutorial program and monitors students in program, as well as analyzing results
Assists with data chats with both teachers and students to set goals and address concerns
Assists new teachers through the ESP program and sets them up with mentors
Assists teachers with Professional Growth Plans and arranges professional development where needed

Tara Johnson - ESE Teacher - Brings ESE expertise to PLC's and assists teachers in interventions for students with academic concerns.

Elizabeth Richards - ESE Contact - Monitors IEP's for compliance and assists teachers with SBT, RtI and CST procedures.

Tracy Della Pietra, Tamara Tolley, Tim Crane, Lindsay Leventhal, Barbara Mourad, Tony Petrides and Jennifer Jenkins are classroom teachers who serve as the team and PLC leader for their grade level. They gather data and they lead PLC's, create agendas and guide the planning. They also bring forward concerns both academically and behaviorally to 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	10	8	8	10	12	11	0	0	0	0	0	0	0	59
One or more suspensions	0	1	1	2	0	1	0	0	0	0	0	0	0	5
Course failure in ELA or Math	10	9	9	17	10	21	0	0	0	0	0	0	0	76
Level 1 on statewide assessment	0	0	0	10	5	8	0	0	0	0	0	0	0	23

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	1	0	2	8	5	8	0	0	0	0	0	0	0	24

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	3	0	3	5	5	6	0	0	0	0	0	0	0	22
Retained Students: Previous Year(s)	3	0	3	5	5	6	0	0	0	0	0	0	0	22

Date this data was collected
Monday 8/20/2018

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	5	5	9	10	11	5	0	0	0	0	0	0	0	45
One or more suspensions	1	2	3	2	2	1	0	0	0	0	0	0	0	11
Course failure in ELA or Math	13	13	17	14	27	24	0	0	0	0	0	0	0	108
Level 1 on statewide assessment	0	0	0	5	8	15	0	0	0	0	0	0	0	28

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	0	1	4	6	11	11	0	0	0	0	0	0	0	33

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	5	5	9	10	11	5	0	0	0	0	0	0	0	45
One or more suspensions	1	2	3	2	2	1	0	0	0	0	0	0	0	11
Course failure in ELA or Math	13	13	17	14	27	24	0	0	0	0	0	0	0	108
Level 1 on statewide assessment	0	0	0	5	8	15	0	0	0	0	0	0	0	28

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	0	1	4	6	11	11	0	0	0	0	0	0	0	33

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?

ELA Achievement for our Lowest 25% has consistently been our lowest component. This is not necessarily the trend, however due to high proficiency, it is the area we always need to focus on.

Which data component showed the greatest decline from prior year?

Third Grade ELA Proficiency declined the most from 2017 to 2018 with a -9% drop.

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

Math Achievement is 30% above state scores. And ELA Achievement is 31% higher than the state. We were 39th in the state.

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

Our Lowest 25% in ELA went up 20% from 50 to 70.
Our Lowest 25% in Math went from 74 to 845, which was an increase of 11%.

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

We hired two LLI teachers to work with our Lowest 25% in ELA for grades K-5.
We also provided tutorial in math, reading and science for all students below grade level in 2-5.
We made sure our iii time was used with fidelity.

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	87%	57%	56%	82%	52%	52%
ELA Learning Gains	75%	61%	55%	74%	56%	52%
ELA Lowest 25th Percentile	70%	56%	48%	69%	51%	46%
Math Achievement	92%	65%	62%	87%	61%	58%
Math Learning Gains	84%	63%	59%	77%	61%	58%
Math Lowest 25th Percentile	85%	53%	47%	64%	51%	46%
Science Achievement	84%	56%	55%	73%	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	10 (5)	8 (5)	8 (9)	10 (10)	12 (11)	11 (5)	59 (45)
One or more suspensions	0 (1)	1 (2)	1 (3)	2 (2)	0 (2)	1 (1)	5 (11)
Course failure in ELA or Math	10 (13)	9 (13)	9 (17)	17 (14)	10 (27)	21 (24)	76 (108)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	10 (5)	5 (8)	8 (15)	23 (28)

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	80%	56%	24%	57%	23%
	2017	89%	54%	35%	58%	31%
Same Grade Comparison		-9%				
Cohort Comparison						

ELA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2018	88%	58%	30%	56%	32%
	2017	83%	57%	26%	56%	27%
Same Grade Comparison		5%				
Cohort Comparison		-1%				
05	2018	86%	59%	27%	55%	31%
	2017	75%	52%	23%	53%	22%
Same Grade Comparison		11%				
Cohort Comparison		3%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	83%	63%	20%	62%	21%
	2017	92%	62%	30%	62%	30%
Same Grade Comparison		-9%				
Cohort Comparison						
04	2018	95%	63%	32%	62%	33%
	2017	92%	64%	28%	64%	28%
Same Grade Comparison		3%				
Cohort Comparison		3%				
05	2018	92%	66%	26%	61%	31%
	2017	84%	61%	23%	57%	27%
Same Grade Comparison		8%				
Cohort Comparison		0%				

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	83%	56%	27%	55%	28%
	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	65	68	64	75	79	76	73				
ELL	74			89							
ASN	91	72		98	81		92				
BLK	89	84		96	89	100	72				
HSP	81	73	60	90	89	83	77				
MUL	94	70		94	90						

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
WHT	86	75	78	89	81	83	86				
FRL	80	75	71	88	80	83	74				
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	64	55	48	69	60	55	43				
ASN	91	81		96	86	90	81				
BLK	81	71	50	88	68	58	63				
HSP	83	55	41	89	65	50	77				
MUL	90			100							
WHT	82	68	52	91	79	85	75				
FRL	77	66	48	89	79	75	61				

Part III: Planning for Improvement

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

Areas of Focus:

Activity #1	
Title	To ensure continual progress towards student achievement within ELA instruction in alignment with the expectations of LTO #1 and #2
Rationale	Even though we had marked progress with our Lowest 25%, we are still maintaining focus on closing the achievement gap and making learning gains.

Intended Outcome	To increase our Lowest 25% ELA learning gains by 5%
Point Person	Michele Chorniewy (michele.chorniewy@palmbeachschools.org)

Action Step	
Description	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 with a focus on Reading and Writing across the content areas: * Differentiated Instruction * Purchased Top Score Writing Program * Providing LLI for all students below grade level in reading for grades K-5 * After school Tutorial for all students below grade level in reading and math beginning in September
Person Responsible	Michele Chorniewy (michele.chorniewy@palmbeachschools.org)

Plan to Monitor Effectiveness	
Description	i-Ready Data Running Records FSQ's and USA's PBAA Classroom Assessments District Diagnostics FSA
Person Responsible	Antonietta D'Aqui (antonietta.daqui@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, § 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.

• Soliciting feedback from parents regarding their comfort level in contacting teachers and administrators with questions or problems. We do this through SAC and our Coffee Club that meets once a month.
• During Open House, curriculum night, Parent Information Night, etc. ensure non-threatening methods of introducing parents to teachers and administrators;
• Offer fun, interactive tutorials to parents who are unfamiliar with EdLine and other forms of educational

technology;
• Communicate classroom and school news to parents; Classroom and School Newsletters
• Offer Professional Development concerning effective strategies for conducting supportive and effective parent phone calls and face-to-face meetings;
• Create the formats for inviting parent participation in the cultural education process;
• Positive notes, letters, phone calls home
• Learning opportunities and resources are provided to families of SWDs as a result of needs assessments (ESE Parent Survey, BPIE, etc.) and student data.• BPIE assessment results, the School Improvement Plan (SIP) and subsequent reports of progress toward implementing inclusive practices are disseminated to families, school district personnel, and community members annually.

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 that meets weekly to discuss students with barriers to academic and social success;
• We will develop a Check-in/Check-out, Check and Connect utilized with students in need of positive adult interactions and positive feedback throughout the school day.
• We will provide instruction and various campus activities that address social/emotional needs of students;
• We will develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to: (1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), (2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and (3) Evaluate your intervention and evolve (Evaluation).
• 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 (individual counseling/advisement, referral to community resources). 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.

As an early intervention to increase reading on grade level by third grade and to increase student readiness to enter kindergarten, Equestrian Trails Elementary offers a school year Voluntary Prekindergarten (VPK) program that is supplemented with enrichment hours. This VPK program is supported by the Department of Early Childhood Education and follows all statutes, rules and contractual mandates in the Florida VPK Statewide Provider Agreement, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the performance standards adopted by the Florida DOE. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life.
To assist with the transition of school-based and community children into the kindergarten program at Equestrian Trails Elementary, we engage in the following kindergarten transition activities:

Distribution of a Summer Transition to Kindergarten Backpack with books, transition activities, and a parent guide for its enrolled VPK students (provided by the Dept. of Early Childhood Education)

Holding open house for families of incoming kindergarten children

Scheduling opportunities for preschool children to visit a kindergarten class and/or meet their future kindergarten teacher

Making plans for preschool children to practice kindergarten routines, such as carrying lunch tray

Providing for the transmittal of written records of a child's experiences or status to the kindergarten teacher

We have a Kindergarten Round Up for parents discussing expectations of school and kindergarten. Students are then pre-screened prior to the first day of kindergarten.

Guidance Counselor meets with parents and students to discuss middle school choices and help prepare applications. Guidance Counselor also works with middle school to transition students smoothly.

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 uses the tiered model of delivery. Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

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 Learning Team Meetings. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SwPBS programs.

Our leadership team also looks at curriculum, standards and resources to align professional development and spend any funding.

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

High Schools ONly

Part V: Budget	
Total:	$47,000.00