

The School District of Palm Beach County

Acreage Pines Elementary School



2018-19 Schoolwide Improvement Plan

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Acreage Pines Elementary School

14200 ORANGE BLVD, Loxahatchee, FL 33470

<https://apes.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	51%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	45%

School Grades History

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

Acreage Pines Community Elementary is committed to providing students with a safe and challenging academic environment where each child can reach their highest potential and succeed in the global community by developing citizenship, accountability, respect, and exploration in the fields of Biomedical and Veterinary Technology.

Provide the school's vision statement.

Acreage Pines Elementary is growing respectful, inquiring, global learners within a happy, caring and stimulating environment where children will recognize and achieve their fullest potential, so that they can be successful within society.

School Leadership Team

Membership

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

Name	Title
Karbowski, Darline	Principal
Kolesar, Corrie	Teacher, K-12
Garrett, Theresa	Teacher, K-12
Nethercote, Ana Lucia	Teacher, K-12
Gooch, Lisa	School Counselor
Montez, Nina	Assistant Principal
LaVigna, Christie	Teacher, K-12
Lanham, Jessica	Teacher, K-12
Schlosser, Jennifer	Teacher, K-12
Gamble (Abrams), Giana	Teacher, K-12

Duties

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

Members serve as grade chairs and attend monthly leadership meetings to review data and discuss school-wide events that impact the culture of the school and there by impact student achievement. Input is solicited for long range goals and action steps to help the school attain our strategic plan goals.

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	15	13	4	8	21	13	0	0	0	0	0	0	0	74
One or more suspensions	1	2	2	1	0	2	0	0	0	0	0	0	0	8
Course failure in ELA or Math	19	34	14	24	23	33	0	0	0	0	0	0	0	147
Level 1 on statewide assessment	0	0	0	17	13	19	0	0	0	0	0	0	0	49

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	4	8	1	18	14	15	0	0	0	0	0	0	0	60

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	0	5	0	0	0	0	0	0	0	0	0	8
Retained Students: Previous Year(s)	0	0	2	0	3	12	0	0	0	0	0	0	0	17

Date this data was collected

Thursday 8/9/2018

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	10	12	10	9	11	4	0	0	0	0	0	0	0	56
One or more suspensions	0	0	0	0	2	2	0	0	0	0	0	0	0	4
Course failure in ELA or Math	7	8	11	46	16	24	0	0	0	0	0	0	0	112
Level 1 on statewide assessment	0	0	0	3	14	16	0	0	0	0	0	0	0	33

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	3	3	1	18	13	13	0	0	0	0	0	0	0	51

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	10	12	10	9	11	4	0	0	0	0	0	0	0	56
One or more suspensions	0	0	0	0	2	2	0	0	0	0	0	0	0	4
Course failure in ELA or Math	7	8	11	46	16	24	0	0	0	0	0	0	0	112
Level 1 on statewide assessment	0	0	0	3	14	16	0	0	0	0	0	0	0	33

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	3	3	1	18	13	13	0	0	0	0	0	0	0	51

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?

Learning gains in ELA, especially for bottom quartile students have consistently been an area of opportunity being 54% in 2016 and 55% in 2017. In 2018 the gains of the bottom quartile continued to decrease to 38%. This is below the average of similar school type.
 3rd grade ELA proficiency decreased 7% to 68% proficiency.

Which data component showed the greatest decline from prior year?

3rd grade ELA proficiency decreased 7% to 68% proficiency.
 Math proficiency declined from 79% in 2016, to 76% in 2017 to 70% in 2018.

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

The gap between ELA learning gains for the bottom quartile at the school level and the state level was the largest with the state average was 48% was only 38% gains at the school level.

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

Science achievement showed the most gain at a 10% achievement gain. This has not been the trend and science scores have consistently been below the state average.

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

Science curriculum was an area of emphasis. Science curriculum was implemented and instructed through fine arts and after school programming, as well as through regular classroom instruction.

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	68%	57%	56%	61%	52%	52%
ELA Learning Gains	56%	61%	55%	66%	56%	52%
ELA Lowest 25th Percentile	38%	56%	48%	54%	51%	46%
Math Achievement	70%	65%	62%	78%	61%	58%
Math Learning Gains	56%	63%	59%	78%	61%	58%
Math Lowest 25th Percentile	50%	53%	47%	65%	51%	46%
Science Achievement	56%	56%	55%	51%	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	15 (10)	13 (12)	4 (10)	8 (9)	21 (11)	13 (4)	74 (56)
One or more suspensions	1 (0)	2 (0)	2 (0)	1 (0)	0 (2)	2 (2)	8 (4)
Course failure in ELA or Math	19 (7)	34 (8)	14 (11)	24 (46)	23 (16)	33 (24)	147 (112)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	17 (3)	13 (14)	19 (16)	49 (33)

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	68%	56%	12%	57%	11%
	2017	75%	54%	21%	58%	17%
Same Grade Comparison		-7%				
Cohort Comparison						
04	2018	69%	58%	11%	56%	13%
	2017	0%	57%	-57%	56%	-56%
Same Grade Comparison		69%				
Cohort Comparison		-6%				
05	2018	65%	59%	6%	55%	10%
	2017	60%	52%	8%	53%	7%
Same Grade Comparison		5%				
Cohort Comparison		65%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	68%	63%	5%	62%	6%
	2017	73%	62%	11%	62%	11%
Same Grade Comparison		-5%				
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2018	75%	63%	12%	62%	13%
	2017	83%	64%	19%	64%	19%
Same Grade Comparison		-8%				
Cohort Comparison		2%				
05	2018	66%	66%	0%	61%	5%
	2017	72%	61%	11%	57%	15%
Same Grade Comparison		-6%				
Cohort Comparison		-17%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	55%	56%	-1%	55%	0%
	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	35	29	30	45	50	53	17				
ASN	67	82		82	90						
BLK	65	54		65	69						
HSP	66	51	42	66	46	46	50				
WHT	68	54	30	72	55	50	58				
FRL	63	59	38	62	51	31	52				

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	24	60	55	44	44	43	27				
ELL				73							
BLK	53	64		64	75		36				
HSP	66	56		78	71	67	43				
WHT	71	53	60	76	56	38	51				
FRL	59	49	42	69	60	53	40				

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 progress towards student achievement within ELA instruction in alignment with the district's strategic plan to support the expectations of LTO #1 to increase reading on grade level by 3rd grade
Rationale	Grade 3 ELA achievement directly correlates to high school graduation data 3rd grade ELA showed an 8% decrease in the previous testing year.
Intended Outcome	Improve ELA proficiency by 5% to be on target for meeting the LTO of the strategic plan by 2021.
Point Person	Darline Karbowski (darline.karbowski@palmbeachschools.org)

Action Step	
Description	<p>Teachers will attend professional development to hone their practice specifically in the areas of scaffolding and grouping. Training provided by LSI.</p> <p>Teachers will attend off campus training for LLI</p> <p>Students will use iReady to build skills in ELA.</p> <p>Students will use accountable talk to explain their thinking.</p> <p>Students will work in small heterogeneous groups.</p> <p>Teacher will be provided with training in word work and guided reading.</p> <p>Teachers will deliver content required by Florida Statute 1003.42 and SB Policy 2.09(8)(b)(iii) as applicable to appropriate grade levels, including but not limited to History of Holocaust, History of Africans and African Americans, Hispanic Contributions, Women's Contributions, Sacrifices of Veterans and Medal of Honor recipients.</p> <p>Through our school wide PBS and guidance classes students will receive curriculum infused with Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.</p>
Person Responsible	Darline Karbowski (darline.karbowski@palmbeachschools.org)

Plan to Monitor Effectiveness	
Description	<p>Administration will monitor student activities within the classroom at least once a week</p> <p>Teachers will collaborate and examine scales, planning tools, and student work during weekly PLC's</p> <p>Administration will review sign in sheets from training and classroom implementation of new knowledge.</p> <p>Winter diagnostics and ELA FSA scores</p>
Person Responsible	Darline Karbowski (darline.karbowski@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.

Multiple opportunities are available for parents to get involved such as: classroom support (copy moms, shelving books in the Media Center, organizing school activities, etc.), field days, family fun nights, concerts, science and art fairs, field trips, reading to students, assisting in our medical lab, participating in school beautification projects, fundraising, parent workshops, and special events. In addition, parents are kept informed by monthly newsletters, SIS, Acreage Pines Elementary School Facebook Page, Twitter and Parent Link.

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.

The school insures the social-emotional needs of all students through weekly guidance lessons, which are provided during the Fine Arts rotation. Individual and group counseling/mentoring sessions are scheduled, based on individual student needs.

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, Acreage Pines 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 Acreage Pines, 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)

Providing home learning activities to families to help them prepare children for kindergarten entry

All incoming Kindergarten students are assessed upon entering Kindergarten

The Work Sampling System will be used to determine students' print/letter knowledge and level of phonological awareness/processing.

Data will be used to plan daily academic instruction for all students. Florida Standards will be taught through daily rigorous instruction, modeling, guided practice, and independent practice of all academics.

Acreage Pines will hold a Kindergarten Round-up/Orientation for incoming Kindergarten students and parents during the spring semester.

In the spring, the local middle schools will visit the 5th graders, distributing information regarding their programs offered to all incoming 6th graders. The middle schools also sponsor parent nights in the spring, allowing 5th graders and their parents the opportunity to visit their campus.

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.

School leadership team meets once a month to align resources. During these meetings, led by the principal, current content standards, materials, and needs are addressed. Leadership members provide input on student data, materials, resources, and participate in monitoring special programs implemented by the school.

Pillars of Effective Instruction: Students are immersed in rigorous task encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 Instruction will also be infused as applicable to appropriate grade levels including but not limited to:

- (a) History of the Holocaust
- (b) History of African and African Americans
- (c) Women's Contribution
- (d) Sacrifices of Veterans, and the value of Medal of Honor recipients

When programs are not having a significant impact on student performance, this team determines whether to discontinue or make adjustments to the delivery model. The grade level team leader is responsible for keeping an accurate inventory of all instructional materials and turning it into the assistant principal each trimester. The team leader is also responsible for presenting any funding requests at the monthly leadership meeting.

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

Acreage Pines holds an annual career day relating to our biomedical and veterinary choice program. Community members from relevant fields present on all aspects of their careers.

Part V: Budget

Total:	\$0.00
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