Barton Elementary School

2019-20 Schoolwide Improvement Plan

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Barton Elementary School

1700 BARTON RD, Lake Worth, FL 33460

https://brte.palmbeachschools.org

Demographics

Principal: Denise Sanon

Start Date for this Principal: 7/1/2011

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Native American Students* Black/African American Students* Hispanic Students* White Students* Economically Disadvantaged Students*
School Grades History	2018-19: C (48%) 2017-18: C (48%) 2016-17: D (37%) 2015-16: C (42%) 2014-15: D (35%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A

ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	95%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	C	D	C

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Barton Elementary School is committed to ensuring all learners reach their highest potential through an excellent and equitable collaborative community that prepares for college and career readiness.

Provide the school's vision statement.

Students will be given quality and purposeful instruction, driven by the standards that will result in student proficiency and growth.

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Johnson, Tara	Assistant Principal	Focus on goal to increase student academic achievement in all content areas in addition to closing achievement gap for all students. Building teacher capacity in meeting the needs of all students while building relationships with the community, parents, and business partners to support all of Barton's initiatives.
Sanon, Denise	Principal	Focus on goal to increase student academic achievement in all content areas in addition to closing achievement gap for all students. Building teacher capacity in meeting the needs of all students while building relationships with the community, parents, and business partners to support all of Barton's initiatives.
Ramos, Sandra	Teacher, K-12	Focus on student academic achievement in all content areas in addition to closing achievement gap for all subgroups. Building teacher capacity in meeting the needs for all students.
De La Cruz, Karla	Administrative Support	Single School Culture Coordinator-Focus on student academic achievement in all content areas in addition to closing achievement gap for all subgroups. Building teacher capacity in meeting the needs for all students.
Briggs, Christine	Other	ESOL Coordinator-Close the achievement gap and build teacher capacity in working with ELL students. Teacher professional development focuses on differentation and scaffolds to reach all ELL students in addition to providing small group instruction to increase ELL students' capacity.
Weller, Meleshia	Instructional Coach	Build teacher capacity in literacy instruction through the coaching cycle and professional development in addition to working with students to close the achievement gap in literacy.
Holliday, Elaine	Instructional Coach	Build teacher capacity in literacy instruction through the coaching cycle and professional development in addition to working with students to close the achievement gap in literacy.
Maggio, Tracy	Instructional Coach	Build teacher capacity in math instruction through the coaching cycle and professional development in addition to working with students to close the achievement gap in math.
Bolen, Alana	Teacher, ESE	Close the achievement gap and build teacher capacity in working with ESE students. Teacher professional development focuses on differentation and scaffolds to reach all ESE students in addition to providing small group instruction to increase ESE students' capacity.

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	190	170	177	236	158	148	0	0	0	0	0	0	0	1079
Attendance below 90 percent	31	18	18	17	23	23	0	0	0	0	0	0	0	130
One or more suspensions	3	2	1	3	6	10	0	0	0	0	0	0	0	25
Course failure in ELA or Math	65	100	89	108	86	63	0	0	0	0	0	0	0	511
Level 1 on statewide assessment	0	0	0	89	62	76	0	0	0	0	0	0	0	227

The number of students with two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	15	15	13	90	68	58	0	0	0	0	0	0	0	259

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	0	0	0	47	0	0	0	0	0	0	0	0	0	47
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

FTE units allocated to school (total number of teacher units)
91

Date this data was collected or last updated
Friday 9/13/2019

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Attendance below 90 percent	29	18	19	20	18	29	0	0	0	0	0	0	0	133
One or more suspensions	0	2	2	7	9	4	0	0	0	0	0	0	0	24
Course failure in ELA or Math	86	69	85	82	78	101	0	0	0	0	0	0	0	501
Level 1 on statewide assessment	0	0	0	87	67	97	0	0	0	0	0	0	0	251

The number of students with two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	16	12	14	72	54	93	0	0	0	0	0	0	0	261

Prior Year - 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	29	18	19	20	18	29	0	0	0	0	0	0	0	133
One or more suspensions	0	2	2	7	9	4	0	0	0	0	0	0	0	24
Course failure in ELA or Math	86	69	85	82	78	101	0	0	0	0	0	0	0	501
Level 1 on statewide assessment	0	0	0	87	67	97	0	0	0	0	0	0	0	251

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	16	12	14	72	54	93	0	0	0	0	0	0	0	261

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	33%	58%	57%	25%	53%	55%
ELA Learning Gains	51%	63%	58%	37%	59%	57%
ELA Lowest 25th Percentile	54%	56%	53%	46%	55%	52%
Math Achievement	48%	68%	63%	40%	62%	61%
Math Learning Gains	62%	68%	62%	40%	62%	61%
Math Lowest 25th Percentile	53%	59%	51%	39%	53%	51%
Science Achievement	36%	51%	53%	32%	51%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	190 (0)	170 (0)	177 (0)	236 (0)	158 (0)	148 (0)	1079 (0)
Attendance below 90 percent	31 (29)	18 (18)	18 (19)	17 (20)	23 (18)	23 (29)	130 (133)
One or more suspensions	3 (0)	2 (2)	1 (2)	3 (7)	6 (9)	10 (4)	25 (24)
Course failure in ELA or Math	65 (86)	100 (69)	89 (85)	108 (82)	86 (78)	63 (101)	511 (501)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	89 (87)	62 (67)	76 (97)	227 (251)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
03	2019	22%	54%	-32%	58%	-36%	
	2018	26%	56%	-30%	57%	-31%	
Same Grade Comparison		-4%					
Cohort Comparison							
04	2019	34%	62%	-28%	58%	-24%	
	2018	29%	58%	-29%	56%	-27%	
Same Grade Comparison		5%					
Cohort Comparison		8%					
05	2019	32%	59%	-27%	56%	-24%	
	2018	25%	59%	-34%	55%	-30%	
Same Grade Comparison		7%					
Cohort Comparison		3%					

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
03	2019	38%	65%	-27%	62%	-24%	
	2018	39%	63%	-24%	62%	-23%	
Same Grade Comparison		-1%					
Cohort Comparison							
04	2019	43%	67%	-24%	64%	-21%	
	2018	45%	63%	-18%	62%	-17%	
Same Grade Comparison		-2%					
Cohort Comparison		4%					
05	2019	49%	65%	-16%	60%	-11%	
	2018	33%	66%	-33%	61%	-28%	
Same Grade Comparison		16%					
Cohort Comparison		4%					

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
05	2019	31%	51%	-20%	53%	-22%	
	2018	29%	56%	-27%	55%	-26%	
Same Grade Comparison		2%					
Cohort Comparison							

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	7	36	54	21	51	56	12				

2019 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 2017-18	C & C Accel 2017-18
ELL	32	53	51	45	61	50	33				
AMI	27			41							
BLK	31	49	52	47	63	58	33				
HSP	36	50	52	51	61	52	39				
WHT	35	67		47	67						
FRL	33	51	54	48	62	53	36				

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	1	44	56	12	56	63	7				
ELL	23	51	50	42	62	60	18				
AMI	8	70		25	40						
BLK	31	55	69	42	63	67	47				
HSP	31	54	41	46	61	54	26				
WHT	19	50		53	70						
FRL	30	56	56	44	61	56	35				

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	3	22	44	15	38	39	31				
ELL	18	33	44	34	37	35	21				
BLK	22	37	38	38	40	44	33				
HSP	26	38	53	41	40	33	32				
WHT	33	38		38	46						
FRL	25	37	46	40	40	39	31				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	61
Total Points Earned for the Federal Index	398
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	48
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	35
Native American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	49
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	51
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	54
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Based on state data, overall ELA data is 33% which is an increase of 3%. When looking at ELA performance by grade, only third grade decreased (-4%) while fourth grade increased (+5%) and fifth grade increased (7%). However, our ELA learning gains decreased by 5% from 56% in 2018 to 51% in 2019. In addition, our ELA L25 percentile decreased 2% from 56% in 2018 to 54% in 2019. In addition, ESSA data shows ESSA % points for students with disabilities and Native American students is 35%. A contributing factor to the decrease in third grade ELA data is inexperienced teachers in addition to deficiencies in core instruction. A contributing factor to the decrease in learning gains is deficiencies in core instruction and scaffolding to meet the needs of all students.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Our greatest decline from the previous year is a decrease in ELA learning gains, a decrease of 5%, 56% in 2018 to 51% in 2019. A contributing factor is teacher's capacity to scaffold standards based instruction to all students.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component that has the greatest gap when compared to the state average in ELA achievement. There is a difference of -24% (state-57%- school-33%). Contributing factors to the gap include teacher capacity in providing effective core instruction in ELA while scaffolding instruction to meet the needs of all subgroups.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement is overall math achievement, +4% (44% in 2018 to 48% in 2019). Specifically, fifth grade students showed an increase of of 16% in math. Experienced teachers and effective collaboration and planning at PLCs contributed to this grade level's success.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

After reviewing EWS data, a concern is the amount of current year retained students in third grade which is 47.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Increase overall ELA proficiency, ELA learning gains and third grade ELA proficiency.
2. Increase Math lowest 25th percentile
3. Increase science achievement
4. Strengthen core instruction while providing scaffolds in order to improve academic achievement for all students.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	To ensure progress towards student achievement in ELA, math, and science to align with the District's Strategic Plan; LTO #1; Increase reading proficiency and LTO #2; Ensure HS Readiness.
Rationale	Based on state data, overall ELA data is 33% which is an increase of 3%. When looking at ELA performance by grade, only third grade decreased (-4%) while fourth grade increased (+5%) and fifth grade increased (7%). However, our ELA learning gains decreased by 5% from 56% in 2018 to 51% in 2019. In addition, our ELA L25 percentile decreased 2% from 56% in 2018 to 54% in 2019. Our greatest decline from the previous year is a decrease in ELA learning gains, a decrease of 5%, 56% in 2018 to 51% in 2019.
State the measurable outcome the school plans to achieve	Our measurable goals for FY20 will be to increase ELA academic achievement by 12% to result in 45% in FY20, to increase math academic achievement by 12% to result in 60% in FY20, and increase science achievement by 14% to result in 50% in FY20.
Person responsible for monitoring outcome	Denise Sanon (denise.sanon@palmbeachschools.org)
Evidence-based Strategy	1. Effective Core Instruction 2. Effective PLCs 3. Double Down Instruction 4.Tutorial
Rationale for Evidence-based Strategy	1. Effective Core Instruction- If core instruction is effective, there will be a decrease in the need to reteach which will result in an increase in student proficiency. 2. Effective PLCs-Through collaboration and planning for standards based instruction with a focus on scaffolding and differentiation, teachers will provide effective core instruction to students. 3. Double Down Instruction- Double down instruction will allow that all students receive strategic, small group instruction that is differentiated to meet their specific needs. 4.Tutorial-Students will receive additional learning opportunities to increase proficiency and growth.
Action Step	
Description	1. Effective Core Instruction a. Plan for standards based instruction through PLCs. b. Implementation of scaffolds to address all learners. c. Effective student grouping. d. Monitoring will occur through lesson plan reviews, classroom walk-throughs, student data analysis, and data chats. (AP-Tara Johnson, SSCC-Karla De La Cruz) 2. Effective PLCs a. Plan for aligning instruction to meet the rigor of the standards at PLCs. b. Plan for data driven instruction and action planning at PLCs. c. Provide professional development to teachers in how to differentiate and scaffold instruction to meet the needs of all students. d. Monitoring will occur through lesson plan reviews, classroom walk-throughs, student data analysis, and data chats. (AP-Tara Johnson, SSCC-Karla De La Cruz)

3. Double Down Instruction

a. Double down teacher will follow a schedule to ensure students receive additional small group instruction.

b. Double down teacher will provide targeted standards based instruction to students based on students' strengths/weaknesses.

c. Monitoring will occur through lesson plan reviews, classroom walk-throughs, student data analysis, and data chats. (AP-Tara Johnson, SSCC-Karla De La Cruz)

4. Tutorial

a. Students needing remediation and enrichment will be identified to receive additional instruction outside of the school day.

b. Students will receive standards based instruction to meet their academic goals and increase academic achievement.

c. Monitoring will occur through attendance, lesson plan reviews and student data analysis. (AP-Tara Johnson, SSCC-Karla De La Cruz)

Person Responsible	Denise Sanon (denise.sanon@palmbeachschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

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 with a focus on reading and writing across all content areas. Our students focus on content and curriculum related to:

The History of the Holocaust

The History of Black and African Americans

The Contributions of Latino and Hispanics

The Contributions of Women

The Sacrifices of Veterans and Medal of Honor recipients within US History.

Our school integrates Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via student protocols, and monitoring SwPBS through data. In alignment, to school board 2.09 and Florida State statue 1003.42 our school highlights multicultural diversity within the curriculum and the arts. Our students participate in activities and studies including, but not limited to, Multicultural Day, art exposure to different cultures and in music our students study music of different eras and countries and in media our library selection is filled with books related to the variety of cultures. Students are also prepared in college and career readiness through AVID strategies and instruction.

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 Schoolwide Improvement Plan 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.

Barton Elementary builds positive relationships with parents, families, and other community stakeholders in alignment with the school's mission in order to support the needs of all students. Monthly SAC meetings are at a time that is conducive to parent participation. Parent University provides parents opportunities to learn about how to support student learning at home. APTT also provides parents and families with data based action planning and strategies that they can use at home to support student learning. Parent university and other monthly parent events such as Dads and Donuts supply parents with skills and strategies that are conducive to student academic growth. Partnership with For the Children through 21st Century provides students with additional academic tutoring, enrichment, extracurricular activities, homework assistance, health and wellness opportunities, social and emotional learning and family services. Other partnerships include Powerpack, Publix, Deporres, Journeys Church and Red Apple which provides teachers and students with needed supplies. A partnership with the Center for Creative Education also provides teachers the opportunity to provide standards based instruction through a project-based learning approach.

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.

To ensure the social-emotional needs of all students, students may receive support from various adults on campus. Parents and teachers may refer students to receive counseling if the need arises. Counselors also provide peer mediation services as needed. In addition to counselors, the school has a behavior health professional on campus that is also available to provide counseling and additional services to students.

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

To assist with the transition of school-based and community children into the kindergarten program at Barton 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)
-Scheduling of a talk/meeting with preschool children's families
-Holding open house for families of incoming kindergarten children
-Making plans for preschool children to practice kindergarten routines, such as carrying lunch tray
-Scheduling opportunities or creating guides for reading books or having conversations with children about what kindergarten will be like
-Providing for the transmittal of written records of a child's experiences or status to the kindergarten teacher
-Distributing of community resources (e.g., libraries, locations for immunizations and physicals) to enable families to access them during the summer before kindergarten
-Providing home learning activities to families to help them prepare children for kindergarten entry

-At the end of the school year, the school holds a kindergarten round up event. At this event parents are informed of what they need to do in order to get their child ready for Kindergarten. Kindergarten is a staggered start at the beginning of the year. Barton also offers a VPK and Pre-K ESE (behavior) program to support incoming students.

Lake Worth and Lantana Middle Schools visit Barton's fifth grade students to talk about the programs offered in middle school, as well as the structure and expectations of the school. They are able to speak to guidance counselors to discuss classes they may take in 6th grade. In order to properly fill out choice programs for middle schools, Barton offers support to fifth grade students' families. Guidance counselors and CLF's help with the application process.

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.

Barton implements multiple measures of analyzing school-wide data that drives the RTI process. Student assessments include but are not limited toFLICKERS, Diagnostics, Performance Matters Assessments, Florida Standards Assessments, iReady district diagnostics, and RRR. The annual test administered for ELL students is ACCESS. In addition, the WIDA is used to assess ELL students' proficiency in the areas of speaking, listening, reading, and writing. Teachers are trained by instructional coaches to assess data, modify, and implement differentiated instruction based on the results of data.

Single school culture (Academics, Behavior, Climate)
Academics:
Collaborative Planning Communities (PLCs) occur every week per grade level. Grade level teachers meet with the SSCC, academic coaches and administration to discuss and analyze data, modify instruction, and create standards based learning goal scales. Student work and best practices are shared and analyzed. Grade levels meet for Common Planning. Teams create goals and plans based on standards, domains, units of study, and big ideas. It is then determined how all subject areas can be incorporated into the subject being taught. The Center for Creative Education has awarded Barton a grant to promote arts integration in grades K-3.

Behavior: CHAMPS school wide, universal attention signal
Barton is implementing a School-wide Positive Behavior System. CHAMPS is being implemented by all staff members in all areas of the school.

Climate: Universal Behavioral Matrix

District resources allocated to our school:
Regional support teams
Curriculum support
Reading Interventionist
Single School Culture Coordinator
Pre-K unit
VPK units
Curriculum support -Professional Development
MTSS - Professional Development
Multicultural grant to work with level 1 and ESOL students.

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

Barton is an AVID school which supports college and career readiness. Barton partners with Teamwork USA to provide selected students a scholarship for college. Barton also hosts a yearly career day to make students aware of careers they may pursue in post high school.
AVID strategies are taught and implemented in grades 2-5. These strategies foster organization, goal setting, and study habits that students will use in their upcoming grade level. In addition, in order to increase academic success and college readiness, Barton hosts a Leadership Club where students engage in school and community projects to build future leaders.
Barton also cultivates a college and career readiness culture school-wide in grades Pre-K-5. Following AVID principles, students start thinking about their college and career choice at an early age. Students also engage in goal setting opportunities where they set 1 year, 3 year, and 5 year goals in order to prepare them for the upcoming grade levels and college/career paths. Barton's partnership with Team USA provides college scholarships to qualifying students in order to encourage college readiness and success.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	**Areas of Focus: To ensure progress towards student achievement in ELA, math, and science to align with the District's Strategic Plan; LTO #1; Increase reading proficiency and LTO #2; Ensure HS Readiness.**				$3,086.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	3336	120-Classroom Teachers	0741 - Barton Elementary School	School Improvement Funds	827.0	$3,086.00
					Total:	$3,086.00