

The School District of Palm Beach County

Equestrian Trails Elementary



2019-20 Schoolwide Improvement Plan

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Equestrian Trails Elementary

9720 STRIBLING WAY, Wellington, FL 33414

<https://etes.palmbeachschools.org>

Demographics

Principal: Michele Chorniewy

Start Date for this Principal: 7/28/2010

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	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	33%
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 Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (84%) 2017-18: A (82%) 2016-17: A (74%) 2015-16: A (75%) 2014-15: A (80%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	

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

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/20/2019.

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

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2018-19 Title I School</p> <p>No</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>26%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>57%</p>

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	A	A	A	A

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

It is our mission at ETES that all stakeholders will work together as an innovative, professional learning community to provide our students with an exceptional STEM Education, while supporting their academic, social and emotional well-being.

Provide the school's vision statement.

In a safe and positive learning environment, our vision at Equestrian Trails Elementary is to instill in every child the importance of working together through collaboration, communication, creativity and critical thinking in order to solve real world problems and compete in a global society.

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
Chorniewy, Michele	Principal	Provide strategic direction within the school by providing access to curriculum, implementing research based strategies, monitoring student achievement, encouraging parent involvement and teacher collaboration and maintaining a safe learning environment.
D'Aqui, Antonietta	Assistant Principal	Assist in implementing school vision and mission, helping to maintain a safe learning environment, ensuring a secure testing environment, assisting in disaggregating data and promoting student achievement
Richards, Elizabeth	Other	Facilitate ESE meetings, maintain records and meet compliance for ESE students, communicate individual student and school-wide goals to parents and teachers, promote collaboration with stakeholders, SAC Chair
Tolley, Tamara	Teacher, K-12	Plan and implement standards based lessons, promote student achievement, maintain individual student progress documentation, monitor student progress, grade chair, communicate school vision and mission, lead collaboration for PLC's.
Crane, Tim	Teacher, K-12	Plan and implement standards based lessons, promote student achievement, maintain individual student progress documentation, monitor student progress, grade chair, communicate school vision and mission, lead collaboration for PLC's.
Leventhal, Lindsay	Teacher, K-12	Plan and implement standards based lessons, promote student achievement, maintain individual student progress documentation, monitor student progress, grade chair, communicate school vision and mission, lead collaboration for PLC's.
Johnson, Tara	Teacher, ESE	Plan and implement standards based lessons, promote student achievement, maintain individual student progress documentation, monitor student progress, grade chair, communicate school vision and mission, lead collaboration for PLC's.
Jenkins, Jennifer	Teacher, K-12	Plan and implement standards based lessons, promote student achievement, maintain individual student progress documentation, monitor student progress, grade chair, communicate school vision and mission, lead collaboration for PLC's.
Migliara, Maggie	Teacher, K-12	Plan and implement standards based lessons, promote student achievement, maintain individual student progress documentation, monitor student progress, grade chair, communicate school vision and mission, lead collaboration for PLC's.
Stokes, Crystal	Teacher, K-12	Plan and implement standards based lessons, promote student achievement, maintain individual student progress documentation, monitor student progress,

Name	Title	Job Duties and Responsibilities
		grade chair, communicate school vision and mission, lead collaboration for PLC's.
Manzello, Susan	Teacher, K-12	Plan and implement standards based lessons, promote student achievement, maintain individual student progress documentation, monitor student progress, grade chair, communicate school vision and mission, lead collaboration for PLC's.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	139	131	136	143	147	163	0	0	0	0	0	0	0	859
Attendance below 90 percent	2	3	0	4	2	4	0	0	0	0	0	0	0	15
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	2	1	4	0	0	0	0	0	0	0	7

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		0	0	0	0	0	1	0	0	0	0	0	0	1

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		2	2	8	2	3	6	0	0	0	0	0	0	23
Students retained two or more times		0	0	0	0	0	0	0	0	0	0	0	0	

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

44

Date this data was collected or last updated

Monday 9/2/2019

Prior Year - 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	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 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	1	0	2	8	5	8	0	0	0	0	0	0	0	24

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

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	88%	58%	57%	83%	53%	55%
ELA Learning Gains	77%	63%	58%	68%	59%	57%
ELA Lowest 25th Percentile	71%	56%	53%	50%	55%	52%
Math Achievement	93%	68%	63%	91%	62%	61%
Math Learning Gains	90%	68%	62%	76%	62%	61%
Math Lowest 25th Percentile	88%	59%	51%	74%	53%	51%
Science Achievement	79%	51%	53%	76%	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	139 (0)	131 (0)	136 (0)	143 (0)	147 (0)	163 (0)	859 (0)
Attendance below 90 percent	2 (10)	3 (8)	0 (8)	4 (10)	2 (12)	4 (11)	15 (59)
One or more suspensions	0 (0)	0 (1)	0 (1)	0 (2)	0 (0)	0 (1)	0 (5)
Course failure in ELA or Math	0 (10)	0 (9)	0 (9)	0 (17)	0 (10)	0 (21)	0 (76)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	2 (10)	1 (5)	4 (8)	7 (23)

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	80%	54%	26%	58%	22%
	2018	80%	56%	24%	57%	23%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	91%	62%	29%	58%	33%
	2018	88%	58%	30%	56%	32%
Same Grade Comparison		3%				
Cohort Comparison		11%				
05	2019	87%	59%	28%	56%	31%
	2018	86%	59%	27%	55%	31%
Same Grade Comparison		1%				
Cohort Comparison		-1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	89%	65%	24%	62%	27%
	2018	83%	63%	20%	62%	21%
Same Grade Comparison		6%				
Cohort Comparison						
04	2019	89%	67%	22%	64%	25%
	2018	95%	63%	32%	62%	33%
Same Grade Comparison		-6%				
Cohort Comparison		6%				
05	2019	96%	65%	31%	60%	36%
	2018	92%	66%	26%	61%	31%
Same Grade Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		1%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	79%	51%	28%	53%	26%
	2018	83%	56%	27%	55%	28%
Same Grade Comparison		-4%				
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	64	59	46	73	80	70	38				
ELL	69	64	40	89	93	83	60				
ASN	92	76		97	91		75				
BLK	84	67	60	92	95	100	76				
HSP	82	76	71	90	91	88	73				
MUL	93	100		93	90						
WHT	90	80	80	95	87	87	85				
FRL	77	77	66	87	94	87	73				
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						
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							

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
WHT	82	68	52	91	79	85	75				
FRL	77	66	48	89	79	75	61				

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)	N/A
OVERALL Federal Index – All Students	80
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	54
Total Points Earned for the Federal Index	640
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	61
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners

Federal Index - English Language Learners	69
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	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students

Federal Index - Asian Students	86
Asian Students Subgroup Below 41% in the Current Year?	NO

Asian Students	
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	82
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	78
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	94
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	86
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	80
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.

SWD ELA Growth and SWD in Lowest 25% ELA Growth - We dropped 9 points in ELA Growth for SWD and 18 points for our SWD that are in our Lowest 25%
We lost an ESE teacher unit, which resulted in less time for ESE teachers to provide instruction. This is not a trend due to the fact that in 2018 our SWD's went up significantly from the previous year.

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

ELA Learning Gains for SWD in Lowest 25%. We dropped 9 points in ELA Growth for SWD and 18 points for our SWD that are in our Lowest 25%
Loss of instructional time from ESE teacher due to loss of an ESE unit.

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.

We performed above state in all areas.
We were 29% above the state in both ELA and Math. I attribute this to well conducted PLC's, which allows for teachers strategies, resources and content based on data.

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

We showed the most amount of growth in Math Learning Gains. We gained 6 points and were at 90% of our students having learning gains. This was attributed to implementing small group instruction based on student needs in every classroom.

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

Grade 3 Level 1's
Attendance

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

1. ELA Achievement Growth for SWD
2. Grade 3 Level 1's
3. Attendance especially for struggling students
4. Science Achievement
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	To ensure the continual progress towards student achievement in ELA instruction in alignment with the expectations of LTO #1 and #2.
Rationale	Even though we made progress in ELA overall proficiency, to ensure continual progress towards student achievement in ELA, we need to close the achievement gap for our SWD subgroup. We had a dip from FY18 to FY19 of 9%.

State the measurable outcome the school plans to achieve	To increase our ELA Learning Gains for our SWD by 10% from 59% to 69%.
Person responsible for monitoring outcome	Michele Chorniewy (michele.chorniewy@palmbeachschools.org)
Evidence-based Strategy	Differentiated Instruction LLI Full Implementation of Top Score Writing Program
Rationale for Evidence-based Strategy	By differentiating instruction based on data, student's individual needs will be addressed. Guided reading will ensure students are grouped based on looking at data on standards based assessments and monitored for progress. LLI is a research based program and will be used after student's levels are identified to fill in the gaps missing for ELA achievement. Top Score will provide a school-wide writing program that is standards based and will ensure writing instruction is cohesive among teachers and grade levels.

Action Step

Description	Differentiated Instruction - Identify SWD that are in our Lowest 25% and review assessments to establish targets for small group and differentiated instruction. Teachers will be scheduling to ensure that there is a rotation model daily to incorporate small groups and monitor progress through PLC's. Teachers will plan for small group instruction in PLC's utilizing a variety of resources and strategies to ensure differentiation with task, process and product. Monitoring will occur through administrative walk-throughs, lesson plan reviews and data analysis. LLI - Students in the lowest 25% are identified. A teacher is hired through grant funding to pull small LLI groups daily focusing reading interventions and deficits. This is monitored through class walk- throughs and data analysis. Full Implementation of Top Score Writing Program - Meet in vertical PLC's to review and score writing samples and plan for instruction at each grade level. This is monitored through PLC's and data analysis.
Person Responsible	Antonietta D'Aqui (antonietta.daqui@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 statute 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, art expos of 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.

Within our STEM program all of our students are exposed to STEM and taught by a STEM teacher daily.

We will be targeting students with excessive absenteeism through SBT. We will be implementing district initiatives as well as setting up plans for students that are missing more than 10% of school days.

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.

- 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 nonthreatening 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

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.

N/A

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.

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.

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.

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 Rtl, conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl 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.

N/A

Part V: Budget

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

1	III.A.	Areas of Focus: To ensure the continual progress towards student achievement in ELA instruction in alignment with the expectations of LTO #1 and #2.				\$3,179.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	120-Classroom Teachers	3341 - Equestrian Trails Elementary	School Improvement Funds	852.0	\$3,179.00
			<i>Notes: Training</i>			
					Total:	\$3,179.00