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# Verde K 8

3300 N MILITARY TRAIL, Boca Raton, FL 33431

<https://vrde.palmbeachschools.org>

## Demographics

**Principal: Linden Codling**

Start Date for this Principal: 7/1/2013

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School KG-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	No
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	47%
<b>2018-19 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: A (74%) 2017-18: A (70%) 2016-17: A (65%) 2015-16: A (68%) 2014-15: A (74%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	

<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</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 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](http://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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# Verde K 8

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<https://vrde.palmbeachschools.org>

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p>Combination School KG-8</p>	<p><b>2018-19 Title I School</b></p> <p>No</p>	<p><b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>42%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>54%</p>

## School Grades History

<b>Year</b>	<b>2018-19</b>	<b>2017-18</b>	<b>2016-17</b>	<b>2015-16</b>
<b>Grade</b>	A	A	A	A

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

Verde is committed to providing a world class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills and ethics required for responsible citizenship and productive careers.

#### **Provide the school's vision statement.**

Verde Elementary envisions a dynamic collaborative multi-cultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

### School Leadership Team

#### **Membership**

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

Name	Title	Job Duties and Responsibilities
Moldovan, Seth	Principal	The school's leadership team meets monthly to discuss community issues, instructional strengths and challenges, safety concerns, and issues which effect the entire school.
Stansell, Christina	Teacher, K-12	The school's leadership team meets monthly to discuss community issues, instructional strengths and challenges, safety concerns, and issues which effect the entire school.
Codling, Linden	Assistant Principal	The school's leadership team meets monthly to discuss community issues, instructional strengths and challenges, safety concerns, and issues which effect the entire school.
vanwinkle, jamie	Teacher, K-12	The school's leadership team meets monthly to discuss community issues, instructional strengths and challenges, safety concerns, and issues which effect the entire school.
Phillips, Pamela	Teacher, ESE	The school's leadership team meets monthly to discuss community issues, instructional strengths and challenges, safety concerns, and issues which effect the entire school.
Tacher, Caren	School Counselor	The school's leadership team meets monthly to discuss community issues, instructional strengths and challenges, safety concerns, and issues which effect the entire school.
DiSalvo, Renee	Teacher, K-12	The school's leadership team meets monthly to discuss community issues, instructional strengths and challenges, safety concerns, and issues which effect the entire school.
Metviner, Jodi	Teacher, K-12	The school's leadership team meets monthly to discuss community issues, instructional strengths and challenges, safety concerns, and issues which effect the entire school.
Fieldly, Ashley	Teacher, K-12	The school's leadership team meets monthly to discuss community issues, instructional strengths and challenges, safety concerns, and issues which effect the entire school.
Ibarra, Jill	School Counselor	The school's leadership team meets monthly to discuss community issues, instructional strengths and challenges, safety concerns, and issues which effect the entire school.
Green, Rachel	Teacher, K-12	The school's leadership team meets monthly to discuss community issues, instructional strengths and challenges, safety concerns, and issues which effect the entire school.



Name	Title	Job Duties and Responsibilities
Stark, Mariel	Teacher, ESE	The school's leadership team meets monthly to discuss community issues, instructional strengths and challenges, safety concerns, and issues which effect the entire school.
Gossett, Ashley	Teacher, K-12	The school's leadership team meets monthly to discuss community issues, instructional strengths and challenges, safety concerns, and issues which effect the entire school.
Berlatsky, Jennifer	Instructional Media	The school's leadership team meets monthly to discuss community issues, instructional strengths and challenges, safety concerns, and issues which effect the entire school.
Schachte, Olivia	Teacher, K-12	The school's leadership team meets monthly to discuss community issues, instructional strengths and challenges, safety concerns, and issues which effect the entire school.
Tutoni, Robert	Teacher, K-12	The school's leadership team meets monthly to discuss community issues, instructional strengths and challenges, safety concerns, and issues which effect the entire school.

## 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	142	155	174	210	152	189	0	0	0	0	0	0	0	1022
Attendance below 90 percent	35	17	15	12	21	19	0	0	0	0	0	0	0	119
One or more suspensions	0	0	0	0	2	0	0	0	0	0	0	0	0	2
Course failure in ELA or Math	42	56	57	41	38	43	0	0	0	0	0	0	0	277
Level 1 on statewide assessment	0	0	0	25	16	38	0	0	0	0	0	0	0	79

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	13	7	6	21	19	30	0	0	0	0	0	0	0	96

The number of students identified as retainees:

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

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

76

**Date this data was collected or last updated**

Tuesday 8/20/2019

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

**The number of students 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	7	3	5	27	27	30	0	0	0	0	0	0	0	99

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

**The number of students 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	7	3	5	27	27	30	0	0	0	0	0	0	0	99

**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	78%	56%	61%	73%	46%	57%
ELA Learning Gains	71%	58%	59%	66%	52%	57%
ELA Lowest 25th Percentile	64%	55%	54%	50%	50%	51%
Math Achievement	86%	53%	62%	82%	43%	58%
Math Learning Gains	83%	55%	59%	68%	48%	56%
Math Lowest 25th Percentile	69%	52%	52%	48%	47%	50%
Science Achievement	70%	45%	56%	65%	41%	53%
Social Studies Achievement	0%	75%	78%	0%	67%	75%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
Number of students enrolled	142 (0)	155 (0)	174 (0)	210 (0)	152 (0)	189 (0)	0 (0)	0 (0)	0 (0)	1022 (0)
Attendance below 90 percent	35 (35)	17 (21)	15 (20)	12 (28)	21 (15)	19 (27)	0 (0)	0 (0)	0 (0)	119 (146)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	2 (0)	0 (0)	0 (0)	0 (0)	0 (0)	2 (0)
Course failure in ELA or Math	42 (30)	56 (49)	57 (30)	41 (49)	38 (50)	43 (50)	0 (0)	0 (0)	0 (0)	277 (258)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	25 (24)	16 (32)	38 (33)	0 (0)	0 (0)	0 (0)	79 (89)

**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	65%	54%	11%	58%	7%
	2018	76%	56%	20%	57%	19%
Same Grade Comparison		-11%				
Cohort Comparison						
04	2019	84%	62%	22%	58%	26%
	2018	75%	58%	17%	56%	19%
Same Grade Comparison		9%				
Cohort Comparison		8%				
05	2019	72%	59%	13%	56%	16%
	2018	71%	59%	12%	55%	16%
Same Grade Comparison		1%				
Cohort Comparison		-3%				
06	2019					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018					
Cohort Comparison		-71%				
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	78%	65%	13%	62%	16%
	2018	83%	63%	20%	62%	21%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2019	86%	67%	19%	64%	22%
	2018	76%	63%	13%	62%	14%
Same Grade Comparison		10%				
Cohort Comparison		3%				
05	2019	83%	65%	18%	60%	23%
	2018	82%	66%	16%	61%	21%
Same Grade Comparison		1%				
Cohort Comparison		7%				
06	2019	100%	60%	40%	55%	45%
	2018					
Cohort Comparison		18%				
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	66%	51%	15%	53%	13%
	2018	67%	56%	11%	55%	12%
Same Grade Comparison		-1%				
Cohort Comparison						
08	2019					
	2018					
Cohort Comparison		-67%				

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019					
2018					
<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019					
2018					
<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019					
2018					
<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019					
2018					
<b>GEOMETRY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019					
2018					

**Subgroup Data**

<b>2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2017-18</b>	<b>C &amp; C Accel 2017-18</b>
SWD	46	59	55	56	65	50	35				
ELL	67	73	67	78	80	64	55				
ASN	86	75		100	100						
BLK	81	69		81	85						
HSP	74	73	69	82	84	78	60				
MUL	85	83		90	69		60				
WHT	79	68	60	88	82	65	75				
FRL	69	60	50	81	84	72	61				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	34	48	41	53	52	38	18				
ELL	67	73	62	72	69	55	47				
ASN	95	73		95	91						
BLK	76	75		71	50						
HSP	75	65	58	81	70	62	61				
MUL	84	77		84	85						
WHT	79	71	55	86	72	54	77				
FRL	72	68	58	78	67	46	67				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	34	31	23	43	30	14	26				
ELL	51	65	63	80	68	55	27				
ASN	77			92							
BLK	63	60		56	50						
HSP	67	64	50	80	70	44	62				
MUL	63			75	70						
WHT	77	69	56	85	68	53	68				
FRL	67	62	49	82	69	53	60				

**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	75
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	79
Total Points Earned for the Federal Index	600
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	53
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	70
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	90
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	79
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	75
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	77
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	75
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	69
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.**

ELA proficiency for third grade students was 65% and Mathematics proficiency for third grade students was at 78%.

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

Both ELA and Mathematics proficiency decreased in our third grade. ELA by 11% and mathematics by 5%. We implemented two full advanced math classes which left more needy students in each of our other seven third grade classrooms.

**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.**

All data components were above the state averages.

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

Our ELA proficiency in 4th grade increased by 9% and our Mathematics proficiency in 4th grade increased by 10%. We implemented Expeditionary Learning as our core ELA instruction and departmentalized in 4 out of 9 classrooms.

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

Focus on the number of level 1 students in grades 3-5. Reduce those percentages.

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

1. Increase in ELA proficiency at 3rd grade.
2. Overall increase in ELA proficiency school-wide.
3. Increase gains showed by Lowest 25% in both ELA and Mathematics.
- 4.
- 5.

## Part III: Planning for Improvement



**Areas of Focus:**

<b>#1</b>	
<b>Title</b>	By the end of third grade, 76% of all 3rd grade students will be proficient in ELA as measured by the Florida Standards Assessment.
<b>Rationale</b>	To ensure our students and school work towards meeting the district strategic plan of 75% of third grade students on grade-level, we are working on increasing ELA proficiency by 11%, to assist with helping the district meet one of its' Strategic Plan goals for FY20 and increase our school's proficiency.

<b>State the measurable outcome the school plans to achieve</b>	Improve ELA proficiency in third grade to align with the district's 11% increase mission during 2019-2020.
<b>Person responsible for monitoring outcome</b>	Seth Moldovan (seth.moldovan@palmbeachschools.org)
<b>Evidence-based Strategy</b>	Pillars of effective instruction- Students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards. Identify students who are below grade-level to provide students with the necessary tools to meet proficiency. Provide standards-based instruction in ELA, through focused planning sessions utilizing CKLA resources and EL resources supported by district staff. Staff will participate in Professional Learning Team meetings throughout the year to address specific domains.
<b>Rationale for Evidence-based Strategy</b>	We have been a part of the district's CKLA pilot since its' inception in grades K-3 and implemented Expeditionary Learning in 4th grade during the 2018-2019 school year. This year, we will be adding EL as our 5th grade core ELA instructional resource. These materials were vetted by our district's curriculum department prior to implementation.

<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Implementation of CKLA and EL as core instructional ELA program</li> <li>2. Provide Small guided reading/skill group instructional to meet individual student's needs.</li> <li>3. Teachers will engage in Professional Learning Communities to plan for upcoming Domains and units to create rigorous tasks for instruction.</li> <li>4.</li> <li>5.</li> </ol>
<b>Person Responsible</b>	Linden Codling (linden.codling@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).**

In alignment with the District Strategic plan and with the goal to increase academic instruction of all students- Students are immersed in rigorous tasks encompassing the full intent of the Florida state standards including the content required by FL state statute 1003.42 continuing to develop a single school culture of excellence in academics, behavior, and climate with an appreciation of multicultural

diversity in alignment to S.B. policy 2.09 with a focus on the instruction that builds the social and emotional relationships within students, teachers, and staff. In addition we will focus on:

- \* History of Holocaust
- \*African American Studies
- \*Study of Hispanics and women to the US
- \*Sacrifices of Veterans serving the country.

The school integrates School Wide Positive Behavior system to influence academic, climate, and behavior. A social skills behavior matrix has been developed and implemented with staff, parents, and students.

Verde:SWpBS

## 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.**

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

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

Our goals:

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

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

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

#### **PFEP Link**

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

#### **Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.**

Verde ensures the social-emotional needs of all students are being met through various services.

The School Based Team meets weekly to discuss students with barriers to academic and social

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

During FY20, we will have a full-time Behavioral Health teacher who will provide mental health services for students and their families.

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

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

Also, all members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

**Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.**

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

The school-based MTSS Leadership Team will meet weekly to review universal screening data, diagnostic data, and progress monitoring data and to review the SIP structures. Based on this information, the team will identify the professional development activities needed to create effective learning environments, determine if changes need to be made in the SIP strategies, funding or resources and determine if student needs are being met.

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

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

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

Verde established a college-day visitation for 4th and 5th grade students last year, in a partnership with Lynn University, to provide students with an opportunity to experience college life.

**Part V: Budget**

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

<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: By the end of third grade, 76% of all 3rd grade students will be proficient in ELA as measured by the Florida Standards Assessment.</b>				<b>\$2,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	3373	510-Supplies	1661 - Verde K 8	School Improvement Funds		\$2,000.00
			<i>Notes: Spire Supplies for Intensive Reading Intervention</i>			
					<b>Total:</b>	<b>\$5,000.00</b>