



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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### Equestrian Trails Elementary

9720 STRIBLING WAY

Wellington, FL 33414

561-904-9600

[www.edline.net/pages/equestrian\\_trails\\_elementary](http://www.edline.net/pages/equestrian_trails_elementary)

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## School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> No	<b>Free and Reduced Lunch Rate</b> 28%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 52%

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## School Grades History

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<b>2013-14</b> A	<b>2012-13</b> A	<b>2011-12</b> A	<b>2010-11</b> A
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## SIP Authority and Template

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Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## **Purpose and Outline of the SIP**

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status**

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### **Part II: Expected Improvements**

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### **Part III: Coordination and Integration**

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### **Appendix 1: Professional Development Plan to Support Goals**

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### **Appendix 2: Budget to Support Goals**

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Equestrian Trails Elementary

##### Principal

Michele Johnson

##### School Advisory Council chair

Elizabeth Richards

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Sue Millas	Assistant Principal
Sara Pavlovics	ESE Teacher and SBT Coordinator
Maggie Migliara	Kindergarten Teacher
Beth Franks	1st Grade Teacher
Lisa Murphy	2nd Grade Teacher
Desiree Berrios	3rd Grade Teacher
Tamara Tolley	4th Grade Teacher
Sue Prieto	5th Grade Teacher
Sherri Beswick	Media Specialist
Dena Petrides	Guidance Counselor

#### District-Level Information

##### District

Palm Beach

##### Superintendent

Mr. E. Wayne Gent

##### Date of school board approval of SIP

11/19/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

#### Involvement of the SAC in the development of the SIP

SAC reviewed data to devise goals and discuss action plans to meet goals. They also allocated funds for various professional development training and materials needed as well as voted on final approval.

**Activities of the SAC for the upcoming school year**

SAC will be continually looking at data to evaluate if we are going to meet SIP annual goals and revising any goals as needed. We will also be ensuring that we are meeting criteria for the Five Star Award and addressing any student/school related concerns as they arise.

**Projected use of school improvement funds, including the amount allocated to each project**

- Anchor Charts for teaching - \$800
- ESE Training for Speech and Language Pathologist - \$400
- Integration of Common Core into Physical Education Training - \$500
- Instructional Materials for our lowest 25% - \$500

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Michele Johnson**

Principal

Years as Administrator: 7

Years at Current School: 2

**Credentials**

San Jose State University, Master of Science Educational Leadership  
 University of Central Florida B.S. State of Florida  
 Certificate in the areas of:  
 Elementary Education/Grades K-6, ESOL Endorsement,  
 School Principal  
 (All Levels)

**Performance Record**

Principal at Equestrian Trails Elementary  
 2012-2013 - School Grade A  
 Reading Mastery: 90%, Math Mastery 85%, Writing Mastery 86.5%,  
 Science Mastery 84%  
 Lowest 25% Learning Gains Reading 93%  
 Lowest 25% Learning Gains Math 72%  
 2011-2012 - School Grade A  
 Reading Mastery: 87%, Math Mastery 83%, Science Mastery 79%,  
 Writing Mastery 94%, Lowest 25% Learning gains in Reading 82%,  
 Lowest 25% Learning gains in Math 66%  
 Assistant Principal at Marsh Pointe Elementary  
 2010- 2011 - School Grade A  
 2009-2010 - School Grade A  
 2008-2009 - School Grade A  
 Assistant Principal at Limestone Creek Elementary  
 2007-2008 - School Grade A  
 2006-2007 - School Grade A



<b>Sue Millas</b>		
<b>Asst Principal</b>	<b>Years as Administrator: 8</b>	<b>Years at Current School: 8</b>
<b>Credentials</b>	B.A.-Elementary Education, University of Illinois, Educational Leadership, M.S.- Nova Southeastern Reading Endorsement K-12 School Principal (All Levels)	
<b>Performance Record</b>	Equestrian Trails Elementary 2012-2013 - School Grade A Reading Mastery: 90%, Math Mastery 85%, Writing Mastery 86.5%, Science Mastery 84% Lowest 25% Learning Gains Reading 93% Lowest 25% Learning Gains Math 72% 2011-2012 Reading Mastery: 87%, Math Mastery 83%, Science Mastery 79%, Writing Mastery 94%, Lowest 25% Learning gains in Reading 82%, Lowest 25% Learning gains in Math 66% School Grade A Years 2006-2013 School Grade B Year 2005-2006	

**Instructional Coaches**

**# of instructional coaches**  
0

**# receiving effective rating or higher**  
(not entered because basis is < 10)

**Instructional Coach Information:**

<b>Part-time / District-based</b>	<b>Years as Coach:</b>	<b>Years at Current School:</b>
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**Areas** [none selected]

**Credentials**

**Performance Record**

**Classroom Teachers**

**# of classroom teachers**  
62

**# receiving effective rating or higher**  
100, 161%

**# Highly Qualified Teachers**  
94%

**# certified in-field**

58, 94%

**# ESOL endorsed**

58, 94%

**# reading endorsed**

4, 6%

**# with advanced degrees**

20, 32%

**# National Board Certified**

3, 5%

**# first-year teachers**

0, 0%

**# with 1-5 years of experience**

5, 8%

**# with 6-14 years of experience**

35, 56%

**# with 15 or more years of experience**

22, 35%

**Education Paraprofessionals**

**# of paraprofessionals**

5

**# Highly Qualified**

0, 0%

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**

**# receiving effective rating or higher**

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

1. Regular meetings of new teachers to our school with Principal and Assistant Principal veteran school teachers
2. Partnering new teachers with veteran staff Principal and Assistant Principal
3. Soliciting referrals from current employees Principal
4. Job Fairs Principal
5. Providing Professional Development through school and district Principal, Assistant Principal and Professional Development Team

**Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

New teachers whether new to teaching or new to school are partnered with a veteran teacher that teaches the same grade or subject areas. Both are given time to plan, observe and reflect.

### **Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rtl)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

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.

### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

General Education Teachers (Primary and Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Technology Specialist: Develops technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Speech Language Pathologists: Educates the team in the role language plays in curriculum, assessment, and instruction as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills. The team works together to develop, lead, and evaluate school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

- Team identifies liaison to monitor fidelity at core, supplemental and intensive along with the principal and assistant principal during observations.
  - Principal runs EDW reports, Mainframe, RRR, Diagnostics, Classroom Walkthrough data to monitor fidelity.
- SwPBS Team – Looks at data from the PBS Implementation Checklist (PIC) Benchmarks Of Quality (BOQ) data, Self Assessment Survey (SAS)

**Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

SBT data, LTM data, Literacy data  
EDW reports (behavior and academic), TERMS, diagnostic, FCAT, RRR, journals, portfolios  
SwPBS data  
Discipline Dashboard, OSS, ISS, ODR, attendance, tardy  
Classroom Walkthroughs

**Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

Preschool Faculty Meetings, Department meetings, grade level meetings to discuss data, effective and ineffective strategies.  
Progress monitoring  
Staff development  
Parents  
Curriculum Night, Open House, PTO, SAC, Edline blasts, newsletters  
Contact parent prior to SBT meeting  
Parent Conferences

**Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Before or After School Program

**Minutes added to school year:** 5,400

STEM Activities

**Strategy Purpose(s)**

- Enrichment activities that contribute to a well-rounded education

**How is data collected and analyzed to determine the effectiveness of this strategy?**

The teachers implementing the program gather data from the students in the classroom on FCAT, Diagnostics, RR and grades.

**Who is responsible for monitoring implementation of this strategy?**

STEM Academic Advisors

## Literacy Leadership Team (LLT)

### Names and position titles of the members of the school-based LLT

Name	Title
Michele Johnson	Principal
Sue Millas	Assistant Principal
Tracy DellaPietra	Kindergarten Teacher
Jessica Maffetone	1st Grade Teacher
Tim Crane	2nd Grade Teacher
Michel Brady	3rd Grade Teacher
Donna Smith	4th Grade Teacher
Joelle Cornelius	5th Grade Teacher

### How the school-based LLT functions

The committee will attend literacy roll out meetings and then hold monthly meetings to discuss pertinent literacy data as well as best practices. Each committee member will be responsible for sharing information with their respective teams.

### Major initiatives of the LLT

Literacy Roll Out  
 Newly Adopted Reading Materials  
 Common Core Standards

## Every Teacher Contributes to Reading Instruction

### How the school ensures every teacher contributes to the reading improvement of every student

Each teacher attended the literacy roll out trainings and common core trainings. Reading improvement and strategies are addressed at every staff meeting and professional development. Grade levels meet regularly with their literacy team member to share ideas and plan. Student Data is collected and discussed both as a grade level and individually with administration. Classroom observations are used to ensure the fidelity of the program and strategies being utilized.

## Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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.

## College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

**How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

**Strategies for improving student readiness for the public postsecondary level**

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	87%	90%	Yes	88%
American Indian				
Asian	93%	92%	No	94%
Black/African American	88%	87%	No	89%
Hispanic	87%	85%	No	88%
White	86%	91%	Yes	87%
English language learners	69%	56%	No	72%
Students with disabilities	69%	68%	No	72%
Economically disadvantaged	83%	80%	No	85%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	110	27%	30%
Students scoring at or above Achievement Level 4	251	62%	65%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	322	80%	82%
Students in lowest 25% making learning gains (FCAT 2.0)	35	93%	94%

**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	17	81%	83%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		35%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		40%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	115	87%	89%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		

**Area 3: Mathematics**

**Elementary and Middle School Mathematics**

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	85%	85%	Yes	87%
American Indian				
Asian	93%	100%	Yes	94%
Black/African American	81%	83%	Yes	83%
Hispanic	84%	84%	Yes	86%
White	86%	83%	No	87%
English language learners	69%	56%	No	72%
Students with disabilities	66%	60%	No	69%
Economically disadvantaged	80%	80%	Yes	82%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	115	29%	32%
Students scoring at or above Achievement Level 4	230	57%	60%



**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	306	76%	78%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	306	72%	75%

**Area 4: Science**

**Elementary School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	39	28%	30%
Students scoring at or above Achievement Level 4	80	57%	60%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		

**Middle School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)**

**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	2		2
Participation in STEM-related experiences provided for students	815	100%	100%

**Area 8: Early Warning Systems**

**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	8	1%	0%
Students retained, pursuant to s. 1008.25, F.S.	0	0%	0%
Students who are not proficient in reading by third grade	17	13%	10%
Students who receive two or more behavior referrals	3	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	1	0%	0%

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

Our goal is to increase our PTA participation to 75% of students enrolled, increase attendance to general meetings and have up to date topics which include information on Common Core and School Improvement.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase PTA Membership	430	56%	75%

**Area 10: Additional Targets**

**Additional targets for the school**

Equestrian Trails Elementary will infuse 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
- History of Africans and African Americans
- Hispanic Contributions

- Women's Contributions
- Sacrifices of Veterans

**Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Every classroom will infuse topics per Florida Statute 1003.42(2) as grade level appropriate.	35	80%	100%

## Goals Summary

- G1.** Proficiency - 88% Learning Gains - 82% Learning Gains for Lowest 25% - 94%
- G2.** Proficiency - 87% Learning Gains - 78% Learning Gains Lowest 25% - 75%
- G3.** Improvement of Healthy Snacks around Campus Encouraging and Monitoring for a Healthy Lifestyle Provide Nutrition Education and Physical Activity Before/After School
- G4.** Students proficient in science will increase to 90%

## Goals Detail

### G1. Proficiency - 88% Learning Gains - 82% Learning Gains for Lowest 25% - 94%

#### Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains)

#### Resources Available to Support the Goal

- Additional Reading Books for Each Grade Level for Individuals and Small Groups
- Literacy Coaches from district and one teacher per grade level attending literacy roll out trainings
- Learning Team Meetings
- Resource Room for Rtl Instruction
- Rtl Time built in each day

#### Targeted Barriers to Achieving the Goal

- Pre-requisite skills lacking

### Plan to Monitor Progress Toward the Goal

iii time used effectively

#### Person or Persons Responsible

Principal

#### Target Dates or Schedule:

December 2013

#### Evidence of Completion:

Diagnostics, Running Records

## G2. Proficiency - 87% Learning Gains - 78% Learning Gains Lowest 25% - 75%

### Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

### Resources Available to Support the Goal

- Money through Aftercare Teachers
- Tutorial Program
- Math/Science Night
- Mind Games Program After School

### Targeted Barriers to Achieving the Goal

- Deficiencies for some students

## Plan to Monitor Progress Toward the Goal

Tutorial Program

### Person or Persons Responsible

Administration

### Target Dates or Schedule:

December 2013

### Evidence of Completion:

EDW Data on Progress Towards Math Goals

## G3. Improvement of Healthy Snacks around Campus Encouraging and Monitoring for a Healthy Lifestyle Provide Nutrition Education and Physical Activity Before/After School

### Targets Supported

- Additional Targets

### Resources Available to Support the Goal

- Fundraisers for Healthy Snacks
- Free Breakfast Program
- School Garden
- Wellness Program
- Wellness Committee
- Running Clubs Before School

### Targeted Barriers to Achieving the Goal

- Buy in from all staff

## Plan to Monitor Progress Toward the Goal

Implementation of Healthy Snacks

**Person or Persons Responsible**

Administration and Wellness Team

**Target Dates or Schedule:**

Throughout school year

**Evidence of Completion:**

Observations and Test Data

## G4. Students proficient in science will increase to 90%

**Targets Supported**

- Science
- Science - Elementary School

**Resources Available to Support the Goal**

- Science Lab I-Pad Lab Math/Science Night Becoming a "Green" School

**Targeted Barriers to Achieving the Goal**

- Students coming to 5th grade without prior subject knowledge

## Plan to Monitor Progress Toward the Goal

90% Proficiency in Science

**Person or Persons Responsible**

Administration and Science Teachers

**Target Dates or Schedule:**

Every 6 weeks

**Evidence of Completion:**

Learning Team Meeting Notes from looking at data

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Proficiency - 88% Learning Gains - 82% Learning Gains for Lowest 25% - 94%

**G1.B1** Pre-requisite skills lacking

**G1.B1.S1** All teachers will target lowest 25% of students through iii.

#### Action Step 1

Selection of Students for iii, write grant for primary reading resource teacher and order materials

#### Person or Persons Responsible

Administration

#### Target Dates or Schedule

September 2013

#### Evidence of Completion

Data Collection Sheet

#### Facilitator:

District Facilitator

#### Participants:

1 teacher from kindergarten, 1st and 2nd grade as well as hired reading resource teacher

#### Plan to Monitor Fidelity of Implementation of G1.B1.S1

iii time used with fidelity

#### Person or Persons Responsible

Administration

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Walk-throughs and Running Record and Diagnostic Data

## Plan to Monitor Effectiveness of G1.B1.S1

iii time used effectively

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Monthly

### Evidence of Completion

Data from RtI process, Running Records and Diagnostics

**G2. Proficiency - 87% Learning Gains - 78% Learning Gains Lowest 25% - 75%**

## G2.B1 Deficiencies for some students

**G2.B1.S1** After school Tutorial Services from the beginning of the year

### Action Step 1

After School Tutorial for Math

### Person or Persons Responsible

Lowest 25% in Math

### Target Dates or Schedule

October 2013

### Evidence of Completion

Winter Diagnostics

## Plan to Monitor Fidelity of Implementation of G2.B1.S1

Tutorial Program

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Monthly

### Evidence of Completion

Data Collection from Teachers



### Plan to Monitor Effectiveness of G2.B1.S1

Tutorial Program

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

December 2013

**Evidence of Completion**

Winter Diagnostic Data

### G3. Improvement of Healthy Snacks around Campus Encouraging and Monitoring for a Healthy Lifestyle Provide Nutrition Education and Physical Activity Before/After School

#### G3.B1 Buy in from all staff

**G3.B1.S1** Show teachers data on the importance of eating healthy as it relates to academic growth.

**Action Step 1**

Data from science research

**Person or Persons Responsible**

Kristy Rodgers

**Target Dates or Schedule**

October 2013

**Evidence of Completion**

Staff Meeting Sign In

### Plan to Monitor Fidelity of Implementation of G3.B1.S1

Teachers are providing a healthy snack time for students

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Throughout Year

**Evidence of Completion**

walk-throughs

### Plan to Monitor Effectiveness of G3.B1.S1

Academic Improvement

**Person or Persons Responsible**

Administration and Wellness Team

**Target Dates or Schedule**

May 2014

**Evidence of Completion**

Data from FCAT, Running Records and Diagnostics

**G3.B1.S2** Have parent (Nurse) provide a list of healthy snacks to send home to parents and explain the criteria of becoming a Nationally recognized Healthy School.

**Action Step 1**

List of Healthy Snacks for Homeroom Teachers and Parents

**Person or Persons Responsible**

Nurse on Wellness Team

**Target Dates or Schedule**

October 2013

**Evidence of Completion**

Checklist that everyone has received

### Plan to Monitor Fidelity of Implementation of G3.B1.S2

Students are eating healthy snacks on campus

**Person or Persons Responsible**

Administration, Teachers and Wellness Team

**Target Dates or Schedule**

Throughout year

**Evidence of Completion**

Observations

**Plan to Monitor Effectiveness of G3.B1.S2**

Students are eating healthier.

**Person or Persons Responsible**

Wellness Team

**Target Dates or Schedule**

Throughout Year

**Evidence of Completion**

BMI results before/after

**G4. Students proficient in science will increase to 90%**

**G4.B1 Students coming to 5th grade without prior subject knowledge**

**G4.B1.S1 Increase Time in Science Lab and Utilize I-Pad Lab for Science Related Apps**

**Action Step 1**

Lab Schedule

**Person or Persons Responsible**

Administration and ITSA

**Target Dates or Schedule**

October 2013

**Evidence of Completion**

Lab Schedule

**Plan to Monitor Fidelity of Implementation of G4.B1.S1**

Minutes in Lab or Checking out of I-Pad Cart

**Person or Persons Responsible**

Administration and ITSA

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Sign Up Sheet

## Plan to Monitor Effectiveness of G4.B1.S1

Science Academic Improvement

### **Person or Persons Responsible**

Administration

### **Target Dates or Schedule**

December 2013

### **Evidence of Completion**

Diagnostic and Classroom Assessments

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

### G1. Proficiency - 88% Learning Gains - 82% Learning Gains for Lowest 25% - 94%

#### G1.B1 Pre-requisite skills lacking

G1.B1.S1 All teachers will target lowest 25% of students through iii.

##### PD Opportunity 1

Selection of Students for iii, write grant for primary reading resource teacher and order materials

##### Facilitator

District Facilitator

##### Participants

1 teacher from kindergarten, 1st and 2nd grade as well as hired reading resource teacher

##### Target Dates or Schedule

September 2013

##### Evidence of Completion

Data Collection Sheet

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	Proficiency - 88% Learning Gains - 82% Learning Gains for Lowest 25% - 94%	\$25,000
G2.	Proficiency - 87% Learning Gains - 78% Learning Gains Lowest 25% - 75%	\$10,000
Total		\$35,000

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
Grant		\$25,000
SACC Tutorial		\$10,000
Total		\$35,000

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

#### G1. Proficiency - 88% Learning Gains - 82% Learning Gains for Lowest 25% - 94%

##### G1.B1 Pre-requisite skills lacking

**G1.B1.S1** All teachers will target lowest 25% of students through iii.

#### Action Step 1

Selection of Students for iii, write grant for primary reading resource teacher and order materials

#### Resource Type

Evidence-Based Program

#### Resource

Personnel, Instructional Materials

#### Funding Source

Grant

#### Amount Needed

\$25,000

**G2. Proficiency - 87% Learning Gains - 78% Learning Gains Lowest 25% - 75%**

**G2.B1 Deficiencies for some students**

**G2.B1.S1 After school Tutorial Services from the beginning of the year**

**Action Step 1**

After School Tutorial for Math

**Resource Type**

Evidence-Based Program

**Resource**

Personnel and Instructional Materials

**Funding Source**

SACC Tutorial

**Amount Needed**

\$10,000