

The School District of Palm Beach County

Equestrian Trails Elementary



2020-21 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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	33%
2019-20 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%)
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 10/21/2020.

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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Equestrian Trails Elementary

9720 STRIBLING WAY, Wellington, FL 33414

<https://etes.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	28%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	57%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	A	A

School Board Approval

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SIP Authority

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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.

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, position title, and job duties/responsibilities 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.
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.
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.
Mourad, Barbara	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.
Kuznik, Dana	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.
Kramer, Jennifer	Teacher, ESE	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.

Demographic Information

Principal start date

Wednesday 7/28/2010, Michele Chorniewy

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

11

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

6

Total number of teacher positions allocated to the school

62

Demographic Data

2020-21 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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	33%
2019-20 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%)
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 .	

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	110	121	130	129	140	152	0	0	0	0	0	0	0	782
Attendance below 90 percent	0	3	5	5	6	5	0	0	0	0	0	0	0	24
One or more suspensions	0	3	2	1	2	2	0	0	0	0	0	0	0	10
Course failure in ELA	0	13	9	8	5	8	0	0	0	0	0	0	0	43
Course failure in Math	0	0	2	3	1	4	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
FY20 ELA Winter Diag Levels 1 & 2	0	0	0	0	16	19	0	0	0	0	0	0	0	35
FY20 Math Winter Diag Levels 1 & 2	0	0	0	0	16	16	0	0	0	0	0	0	0	32

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	3	3	2	4	0	0	0	0	0	0	0	0	12

The number of students identified as retainees:

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

Date this data was collected or last updated

Thursday 8/20/2020

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	
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	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	0	23
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	
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	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	0	23
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	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%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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%				
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						

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
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							
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%	0
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%	0
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%	0
Asian Students	
Federal Index - Asian Students	86
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
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%	0
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%	0
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%	0
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%	0

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%	0
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%	0

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.

Winter Diagnostics Compared to FY19 FSA:

3rd Grade ELA Achievement levels for SWD are up 20.2%

4th Grade ELA Achievement levels for SWD are up 8.6%

5th Grade ELA Achievement levels for SWD are up 16.8%

All three grade levels are also showing an increase from last year's diagnostics compared to this year's.

This data compares similarly to i-Ready diagnostic results and classroom assessments.

FSQ's and USA's have analyzed at PLC's and the data is being used to drive small group instruction. We also have a part-time teacher through a grant that works with our lowest 25% and her data is showing growth.

In primary, running record and i-Ready data is showing students are on target and those that are approaching are showing growth through formal and informal assessments.

In K-2, we have a part-time LLI teacher working with our lowest 25% and data is being monitored.

Due to the lack of data for FY20 because of state mandated school closure (COVID19) with the cancellation of state assessments, we will continue with our FY20 goals for FY21.

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.

Winter Diagnostics Compared to FY19 FSA:

3rd Grade ELA Achievement levels for SWD are up 20.2%

4th Grade ELA Achievement levels for SWD are up 8.6%

5th Grade ELA Achievement levels for SWD are up 16.8%

All three grade levels are also showing an increase from last year's diagnostics compared to this year's. During FY21 we gained our ESE allocation back. We hired a new ESE teacher to provide the additional support for students with disabilities.

Currently this year we have an increase of LY ELL students. We will increase differentiated instruction to support their progress.

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.

Due to the lack of data for FY20 because of state mandated school closure (COVID19) with the cancellation of state assessments, we do not have any additional comparison data. However, our school continues to demonstrate growth for all students.

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.

We are continuing to focus on growth by:

Providing after school tutorial based on diagnostic results for grades 3-5.

We will continue to monitor classroom assessments and use the data in PLC's to plan for small group instruction and differentiation.

Implementation of strategies, fidelity of ELA block are continued to be monitored through classroom walk-throughs.

Our school-wide STEM choice program will continue with project based learning and the implementation of STEM in literacy.

In-school tutoring for 4th and 5th will continue, as well as LLI for grades K-3.

After school tutorial has started and will continue for struggling readers and writers in grades 3-5.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Based on this data trend our focus will be to increase learning gains and achievement for grade 3 in addition to focusing on the needs of our students with disabilities. Our data trends show that a focus on literacy that includes remediation of standards, foundational skills, while scaffolding instruction that meets the full intent and rigor of standards in all content areas. ELL and SWD students will be targeted through various modes of instruction, including technology, small group, tutorials, data chats and student monitoring.

The attendance rate is important because students are more likely to succeed in academics when they attend school consistently. In addition to falling behind in academics, students who are not in school on a regular basis are more likely to not be actively involved in school. This negatively affects their social and emotional growth towards their future success. 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.

At ETES we develop student engagement and participation towards 100% attendance through various incentives and recognition. For example, we do drawings for donated restaurant gift cards and special seating in cafeteria, etc.

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

F. Standards Based Instruction will continue to be a primary focus during instruction planning sessions, professional learning communities and data chats with teachers and students. Resources and strategies will be aligned to grade level standards and scaffolds will be put in place to support students who are not yet performing at their grade level. Our in-school, during the school day tutorial program ensured student participation and success. All teachers, including elective teachers collaborated to ensure program success. Schedules were adjusted to ensure tutorial days were honored and student participation was guaranteed. Administrators were assigned to support the students and build relationships with them to motivate and ensure their attendance in order to positively ensure:

1. ELA Achievement Growth for SWD - Ensuring learning gains & progress for ESSA sub groups: we will analyze student data to identify which students fall under various subgroup categories. Students who fall within our ESSA Subgroups will specifically be monitored for progress and receive additional support by teachers ensuring lessons are planned based on the specific needs of the students. In addition we will thoroughly review ELL student data and provide support as needed.
2. Science Achievement will be supported and reinforced through STEM. Science, technology, engineering and mathematics workers play a key role in creating critical thinkers, increases science literacy, and enables the next generation of innovators.
3. Attendance especially for struggling students - Our focus is to increase student engagement so students become active learners in their own academic journey as they learn by doing and putting strategies into practice. It is our hope that students take ownership and foster independence through their engagement in their daily lessons. This focus will be ongoing and PD will be provided during staff meetings and on professional development days. Leadership will be assigned to support the students and build relationships with them to motivate and ensure their attendance.

We have School Based Teams to review data and provide progress monitoring for all student to have potential to be successful. We want to be certain all our students are given opportunity for success. We developed an incentive program to further support.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

To ensure the continual progress towards student achievement in ELA instruction in alignment with the expectations of LTO #1 and #2.

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.

Winter Diagnostics Compared to FY19 FSA:

3rd Grade ELA Achievement levels for SWD are up 20.2%

4th Grade ELA Achievement levels for SWD are up 8.6%

5th Grade ELA Achievement levels for SWD are up 16.8%

All three grade levels are also showing an increase from last year's diagnostics compared to this year's.

**Area of Focus
Description and
Rationale:**

This data compares similarly to i-Ready diagnostic results and classroom assessments.

FSQ's and USA's have analyzed at PLC's and the data is being used to drive small group instruction.

We also have a part-time teacher through a grant that works with our lowest 25% and her data is showing growth.

In primary, running record and i-Ready data is showing students are on target and those that are approaching are showing growth through formal and informal assessments.

In K-2, we have a part-time LLI teacher working with our lowest 25% and data is being monitored.

At ETES we will continue to prioritize our students needs and ensure all student have equitable and equal access towards student achievement and growth.

**Measurable
Outcome:**

To increase our ELA Learning Gains for our SWD by 10% from 59% to 69%.

To increase our ELA Achievement by 5%.

To increase overall ELA Learning Gains to 80%.

**Person
responsible for
monitoring
outcome:**

Michele Chorniewy (michele.chorniewy@palmbeachschools.org)

**Evidence-based
Strategy:**

Differentiated Instruction - Supporting all students with the use of small groups/ guided reading led by classroom and/or resource teachers.

LLI - Is used as an in school tutorial during iii to support our most needy population.

Full Implementation of Top Score Writing Program is used in 2nd - 5th in writing daily through classroom teachers.

**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 Steps to Implement

Differentiated Instruction -

- 1.) Identify SWD that are in our Lowest 25%
- 2.) Review assessments to establish targets for small group and differentiated instruction.
- 3.) Teachers will be scheduling to ensure that there is a rotation model daily to incorporate small groups and monitor progress through PLC's.
- 4.) 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.
- 5.) Monitoring will occur through administrative walk-throughs, lesson plan reviews and data analysis. (A.P.)

Person

Responsible

Michele Chorniewy (michele.chorniewy@palmbeachschools.org)

LLI -

- 1.) Students in the lowest 25% are identified.
- 2.) A teacher is hired through grant funding to pull small LLI groups daily focusing reading interventions and deficits.
- 3.) This is monitored through class walk-throughs and data analysis. (A.P.)

Person

Responsible

Michele Chorniewy (michele.chorniewy@palmbeachschools.org)

Full Implementation of Top Score Writing Program

- 1.) Meet in vertical PLC's to review and score writing samples
- 2.) Plan for instruction at each grade level.
- 3.) This is monitored through PLC's and data analysis. (A.P.)

Person

Responsible

Michele Chorniewy (michele.chorniewy@palmbeachschools.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

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

ETES has Holocaust survivors speak to our students annually. This year our students highlighted a survivor. They wrote a biography, conducted an oral presentation and we created a Recognition Wall called "Never Forget".

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. Our SWPBS Team conducted a behavior matrix and posted expectation posters throughout the school, as well as kid friendly videos. In alignment, to school board 2.09 and Florida State statute 1003.42 our school highlights multicultural diversity within the curriculum and the arts. We also have parent/family multicultural nights.

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 through in class learning and through the various clubs offered at our school.

We instill citizenship through our Safety Patrols, this group consist of only 5th grade students who are responsible, respectful, and set a good example for the students at ETES. Their main job is to maintain the safety of our students. They begin their day on post at 7:30AM by assisting students throughout our campus. At the end of the day, they are back on post ensuring that the students at ETES get home safely! Safety Patrols who prove to be responsible and respectful also have the opportunity to travel to Washington D.C. for the annual field trip. This trip is only open to safety patrols and consists of a 4-day tour of Williamsburg/Jamestown, and Washington D.C. It is truly an honor for students to serve as patrols in this club, and we are very proud of all of our patrols who are such positive role models!

Within our STEM program all of our students are exposed to STEM and taught by a STEM teacher daily. We focus on project based learning integrated with literacy ensuring our students become critical thinkers, value each other through teamwork by studying real-word problems.

We also offer our students to join the Robotics Club which guides 4th and 5th grade students through the exciting world of Robotics. Students learn to code Ozobots with colors and build understanding of coding concepts like sequential thinking, syntax, and debugging. They also work with Lego Mindstorms, a programmable robotics construction set, to build, program, and command their own Lego robots!

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

ETES values our community through a large volunteer program and business partners. Various events include Boo Bash, STEM Nights, Read-a-Thon, School Dances and Beautification Days. We also support annually the Leukemia Society, Jump Rope for Heart and other fundraisers instilling philanthropy within our students. We work hard to build a welcoming environment for our students, parents, families, and community. We have established excellent relationships with various businesses and community members who not support through donations but through participation in the various academic and non-academic events we host at our school.

At ETES students are offered the opportunity to extend their learning through a variety of clubs. These clubs offer academic and social/emotional and cultural opportunities of learning. For example:
Positivity Club: The Positivity Club empowers students to overcome the daily challenges they face and to create a positive change within themselves, their school and their community. Though out the year the students meet once a week to learn tools to become the best version of themselves. Also, the Positivity club is involved in numerous outreach and volunteering events. It is just a Positivity place to be!!!

Art Club: Open to grades 3-5. We meet after school once a week to explore new kinds of art. We have sessions for the serious artists who want to improve their drawing skills and groups that try out crafts like origami and sewing.

Thoroughbred Singers: The Thoroughbred Singers is our school's 3rd, 4th and 5th grade chorus. Students prepare songs for performances at community and school events, while improving their individual singing skills. Yearly performances include the school's Winter and Spring programs, equestrian events and visiting patients at a local hospital.

Instrument Club: The 3rd 4th and 5th grade Instrument Group rehearses for performances at the school's Winter and Spring programs. They learn performance skills on a variety of instruments, as they practice songs to play as a group and to accompany our school's chorus.

Thoroughbred Players: Each year the Thoroughbred Players perform a high energy theatrical production complete with sets, lights, costumes, music, and talent, talent, talent! There's always a story to be told, whether it's a time honored classic or an adaptation of something new. From the players on stage, to the crew behind the scenes, The ETES Thoroughbred Drama Club is the place to be!

At ETES SEL (Social, Emotional Learning) is crucial. Teachers implement SEL daily in the classrooms. Our BHP and Counselor meet with students through lunch bunches based on students needing help with friendships and also meeting with students one on one.

At ETES we develop student engagement and participation towards 100% attendance through various incentives and recognition. For example, we do drawings for donated restaurant gift cards and special seating in cafeteria, etc.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Differentiation				\$942.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5000	120-Classroom Teachers	3341 - Equestrian Trails Elementary	School Improvement Funds	856.04	\$942.00
Total:						\$942.00