

The School District of Palm Beach County

Verde K 8



2020-21 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	20
Positive Culture & Environment	24
Budget to Support Goals	25

Verde K 8

3300 N MILITARY TRAIL, Boca Raton, FL 33431

<https://vrde.palmbeachschools.org>

Demographics

Principal: Linden Codling

Start Date for this Principal: 8/31/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
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)	47%
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 (74%) 2017-18: A (70%) 2016-17: A (65%) 2015-16: A (68%)
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 is pending approval by the Palm Beach County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	20
Title I Requirements	0
Budget to Support Goals	25

Verde K 8

3300 N MILITARY TRAIL, Boca Raton, FL 33431

<https://vrde.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)
Combination School KG-8	No	41%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	52%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	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 K-8 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 K-8 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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Moldovan, Seth	Principal	<p>The school's leadership team meets monthly to discuss community issues, instructional strengths and challenges, safety concerns, and issues which effect the entire school.</p> <p>Administration works with teachers, staff, parents, and community members to create, implement, and monitor the SIP throughout the school year.</p>
Stansell, Christina	Teacher, K-12	<p>Teachers meet with their grade level teams to come up with important topics which they want to be included in our SIP plan. They also meet throughout the year to gather data and documentation to provide at leadership and community presentations, as it pertains to SIP action steps and goals.</p>
Codling, Linden	Assistant Principal	<p>The school's leadership team meets monthly to discuss community issues, instructional strengths and challenges, safety concerns, and issues which effect the entire school.</p>
vanwinkle, jamie	Teacher, K-12	<p>Teachers meet with their grade level teams to come up with important topics which they want to be included in our SIP plan. They also meet throughout the year to gather data and documentation to provide at leadership and community presentations, as it pertains to SIP action steps and goals.</p>
Phillips, Pamela	Teacher, ESE	<p>The school's leadership team meets monthly to discuss community issues, instructional strengths and challenges, safety concerns, and issues which effect the entire school.</p>
Tacher, Caren	School Counselor	<p>The school's leadership team meets monthly to discuss community issues, instructional strengths and challenges, safety concerns, and issues which effect the entire school.</p>
DiSalvo, Renee	Teacher, K-12	<p>Teachers meet with their grade level teams to come up with important topics which they want to be included in our SIP plan. They also meet throughout the year to gather data and documentation to provide at leadership and community presentations, as it pertains to SIP action steps and goals.</p>
Metviner, Jodi	Teacher, K-12	<p>The school's leadership team meets monthly to discuss community issues, instructional strengths and challenges, safety concerns, and issues which effect the entire school.</p>
Fieldly, Ashley	Teacher, K-12	<p>Teachers meet with their grade level teams to come up with important topics which they want to be included in our SIP plan. They also meet throughout the year to gather data and documentation to provide at leadership and community presentations, as it pertains to SIP action steps and goals.</p>

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.
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	Teachers meet with their grade level teams to come up with important topics which they want to be included in our SIP plan. They also meet throughout the year to gather data and documentation to provide at leadership and community presentations, as it pertains to SIP action steps and goals.
Tutoni, Robert	Teacher, K-12	Teachers meet with their grade level teams to come up with important topics which they want to be included in our SIP plan. They also meet throughout the year to gather data and documentation to provide at leadership and community presentations, as it pertains to SIP action steps and goals.
Green, Rachel	Teacher, K-12	Teachers meet with their grade level teams to come up with important topics which they want to be included in our SIP plan. They also meet throughout the year to gather data and documentation to provide at leadership and community presentations, as it pertains to SIP action steps and goals.
mcneil, sarah	Teacher, K-12	Teachers meet with their grade level teams to come up with important topics which they want to be included in our SIP plan. They also meet throughout the year to gather data and documentation to provide at leadership and community presentations, as it pertains to SIP action steps and goals.

Demographic Information

Principal start date

Monday 8/31/2020, Linden Codling

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.*

20

Total number of teacher positions allocated to the school

83

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
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Year	
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* 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	144	139	153	176	214	155	88	0	0	0	0	0	0	1069
Attendance below 90 percent	0	9	16	13	13	8	2	0	0	0	0	0	0	61
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in ELA	0	18	31	36	25	33	8	0	0	0	0	0	0	151
Course failure in Math	0	3	4	8	18	13	5	0	0	0	0	0	0	51
Level 1 on 2019 statewide ELA assessment	0	0	0	0	2	9	3	0	0	0	0	0	0	14
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	11	2	0	0	0	0	0	0	15
FY20 ELA Midyear Diag Levels 1 & 2	0	0	0	0	0	0	0	0	0	0	0	0	0	0
FY20 Math Midyear Diag Levels 1 & 2	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	2	6	11	15	16	3	0	0	0	0	0	0	53

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	1	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Tuesday 8/18/2020

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	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

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	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

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%

School Grade Component	2019			2018		
	School	District	State	School	District	State
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	
	(0)	(0)	(0)	(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	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					
	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%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

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	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				

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
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%	0

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%	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	90
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	79
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	75
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	77
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	75
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	69
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.

Based on FY20 Winter Diagnostic Data, 4th grade ELA proficiency was the lowest throughout all three grade levels tested. Even though that data was the lowest, compared to that same "cadre of students" in FY19, they showed a 9 point gain from FY19 state testing to FY 20 Winter Diagnostics.

Collaborative planning will consist of deliberate coaching, modeling and guiding of instructional expectations. The instructional expectations include data driven instruction that scaffolds according to the needs of the student.

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

Based on FY20 Diagnostic Data, 4th grade math proficiency showed the greatest decline for FY19 state testing. There was a 7.1 percent decline, although the same "cadre of students" actually showed an eight point increase from last year.

Mathematics learning at the elementary level correlates over the long term with school readiness and academic achievement. Mathematics introduces students to concepts, skills and thinking strategies that are essential in everyday life and support learning across the curriculum. It helps students make sense of the numbers, patterns and shapes they see in the world around them, offers ways of handling data in an increasingly digital world and makes a contribution to their development as successful learners. Mathematics offers students a powerful way of communicating. They learn to explore and explain their ideas using symbols, diagrams and spoken and written language.

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 areas tested were above the state average. Our closest to the state average was 3rd grade ELA. As a school, we have maintained continued strategic focus on ensuring literacy is key to lifelong learning and opportunities for success. Effective literacy instruction develops students' abilities through the integration of reading, writing, and content instruction support and enrich each other. Students must be provided with experience in all these areas if they are to achieve success. Actively discussing what has been read encourages learners to make connections and think deeply about the ideas contained in texts. Teachers follow up the reading or viewing of a text with a discussion of what it made learners think and feel. Teachers encourage students to immerse themselves in reading frequently. This involves exposure to a variety of different genres, such as novels, graphic novels, magazines, fiction/nonfiction, and websites.

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

Our 5th grade ELA data showed the greatest gain from FY19 Winter Diagnostics to FY20 Winter Diagnostics. There was a 21.4% increase in proficiency from one year to the next. Students were departmentalized and we had implemented our new Writing program for three years at this point.

At Verde, we focus on student achievement, student learning gains and overall social / emotional growth. We believe that if we dedicate time to the following priorities we will ensure an equitable and equal opportunity for all our students by positively influencing:

- A clear and focused path to success
- Development of time management & preparedness

- Increased intrinsic motivation
- Self-Measurement progress
- Increased self-confidence and independence
- Development of Grit and Resilience in facing challenges
- Enhanced Social-Emotional Learning opportunities

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

When looking at the Early Warning Systems, a potential areas of concern is the number of students with course failure in ELA. We are demonstrating 151 students demonstrating course failure within grades 1-5.

Explicit vocabulary instruction is a school-wide initiative to occur in the context of all content area instruction. Additionally, high level research based texts are provided for teachers to implement rigorous standards-based instruction using the three Core Actions (reading text, talking about the text and completing a task around the text/standard). Targeted support will be provided for all struggling students demonstrating course failure. Progress monitoring of student achievement using formative assessment data will occur, with follow up action planning to address area(s) of deficiency. Student and teacher data chats will be scheduled by administration after analyzing student data. Implementation of small group differentiated instruction will occur to address the needs of our diverse learners.

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

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 administrators will focus on building relationships and maintain strategic focus to motivate and to positively ensure:

1. Increase literacy skills in grades K-6 (Reduce the number of students earning an ND)

- Increasing students learning gains in Literacy allows for our students to develop the skills necessary towards future success. It is the foundation towards a higher education and better opportunities. Children who have developed strong reading skills perform better in school and have a healthier self-image. They become lifelong learners and sought-after employees. Lacking basic reading and writing skills is a tremendous disadvantage. Literacy not only enriches an individual's life, but it creates opportunities for people to develop skills that will help them provide for themselves and a better future.

- Increasing students learning gains in Math helps us think analytically and have better reasoning abilities. Analytical thinking refers to the ability to think critically about the world around us. Analytical and reasoning skills are essential because they help us solve problems and look for solutions, thus allowing our students the opportunity to become well-rounded, productive citizens by providing them with vital skills necessary for day to day.

During PLCs, we will focus on developing effective and relevant instruction through: unpacking standards, analyzing data, developing standards based lesson using vetted resources and materials from the District, share best practices, following/participating with the coaching continuum model, incorporate research based strategies included but not limited to GO-To Strategies, balanced literacy, small group instruction, and differentiated learning. Teachers will engage in common planning as well as lesson study to improve instructional capacity. Professional development opportunities include district support/training, in-school coaching opportunities, and independent study. Teachers are encouraged to share best practice implementation at PLCs and Common Planning as a way of

increasing grade level capacity as a whole. By developing strong teachers, we are able to increase student achievement as well as close the achievement gap.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: To ensure effective and relevant instruction for success of all students in ELA in alignment with our district's LTO 1, ensuring 75% of students are reading on-grade level by third grade.
 -Based on the FY20 District Diagnostic EKLA testing, students in grades 3-5 were 76% proficient. This was an increase of 7% from the previous year, but our current 5th grade students for FY21 were only 73% proficient.
 -With the time "out-of-school" due to Covid-19, this will also be an important focus area for students who may have fallen further behind.

Measurable Outcome: When reviewing our end of year data, in June 2021, we want at minimum, 75% of our current third grade students to be reading "on-grade" level as measured by the FSA or another district approved tool. In addition, we would like at minimum 78% of our current fourth grade students, 76% of our current fifth grade students, and 85% of our current sixth grade students to be on "on-grade" level in ELA.

Person responsible for monitoring outcome: Seth Moldovan (seth.moldovan@palmbeachschools.org)

- Evidence-based Strategy:**
1. Small group differentiated instruction across all grade levels. Instructional staff will be required to the follow
 2. Professional Learning Community opportunities for all staff members. Teachers will engage in deep, focused, professional development collaborative planning, and data analysis to strengthen their instructional practices.
 3. Personalized online learning- RAZPlus and Iready will be utilized as adaptive technology resources to meet student's current level of instructional need.
 4. All instructional staff will follow the district's scope and sequence in ELA for grades: (K-2) CKLA (3rd) Modules of Instruction (4-5) EL, and (6) Cambridge English 1.

Rationale for Evidence-based Strategy: 1. Develop teacher's instructional expertise through specific professional development opportunities throughout the school year.

Action Steps to Implement

1. Identify students who are below grade level in ELA and provide immediate intensive instruction, beyond the 90-minute ELA block.
2. Create schedules which will provide ESE and ESL support staff to assist in providing students with additional small group instruction utilizing evidenced based programs such as Foundations and Spire.
3. All Kindergarten students are provided with phonics instruction utilizing Foundations.
4. Third grade staff will be providing ELA "Core" instruction utilizing the school district's Modules of Instruction for the first time. They will also be using Florida Ready Books.
5. Schedule 6th grade students, below grade level, in Intensive reading and provide all 6th grade students with Reading Plus.

Person Responsible Seth Moldovan (seth.moldovan@palmbeachschools.org)

Additional Schoolwide Improvement Priorities

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

In alignment with the District's Strategic Plan and with the goal to increase academic instruction of all students, student will be immersed in rigorous tasks encompassing the full intent of the Florida State Standards including the content required by Florida State Statute 1003.42 which will continue to develop a Single School Culture of excellence in behavior, academics, and school climate with an appreciation of multicultural diversity in alignment with the School Board Policy 2.09 displaying a focus on the -

History of the Holocaust

History of African Americans/African People

Study of Hispanic contributions

Study of Women's contributions

Veterans/Memorial Day and the value of Medal of Honor recipients

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!

Our PBIS universal school guidelines and matrix will be demonstrated and taught through specific practices and students will be responsible to abide by the guides to be a Safe, Optimistic, Achieving, Respectful student. A single school culture of excellence will also be achieved by using our advisory sessions throughout the year. We are also designated as a Gold Tier school within the State of Florida.

Verde K-8 continues to maintain a Single School Culture of excellence and strives to improve climate in a variety of ways. We continue to maintain a single school culture through PBIS quarterly celebrations as well as advisory sessions that discuss applicable topics based on school culture/climate and mental health. We also are implementing the mental health lessons mandated by the state of Florida utilizing the Suite360 lessons which are delivered to the students from their content-area teachers.

Suite 360 is the curriculum that the school district selected to implement the five hour state mandated instruction related to youth mental health and awareness. Throughout the suite 360 curriculum, students participated in lessons on the following topics: Mental Health Awareness and Assistance, Healthy Coping Skills for Teens, #STOPTHESTIGMA- The Truth About Mental Health Conditions, Supporting Someone with a Mental Health Condition, Prevention of Substance Misuse, Child Trafficking, and Awareness of Resources and the Process of Assessing Treatment.

The School Behavioral Health Professional (SBHP) supports the behavioral and mental health of students. The SBHP position started for the 2019-2020 school year as part of the Marjory Stoneman Douglas High School Public Safety Act to have more mental health professionals in schools and is funded through local referendum dollars. All schools in Palm Beach County have a SBHP.

Verde implements multiple measures of analyzing school-wide data that drives the RTI process. Student assessments include but are not limited to FLICKERS, Diagnostics, Performance Matters Assessments, Florida Standards Assessments, iReady district diagnostics, and RRR. Teachers are trained by instructional coaches to assess data, modify, and implement differentiated instruction based on the results of data.

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.

Verde K-8 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 K-8 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. Verde K-8 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

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.

We have in place the Positive Behavior Support System. The PBS Team provides all stakeholders (staff, students, parents and community) with professional development on the Behavior Matrix and behavior expectations which focuses on being Respectful , Responsible and Safe throughout the building (classroom, hallways, and cafeteria, common areas). Learning strategies, social behaviors, and self-management skills are emphasized during the professional development session also used in the after

school program.

School Based Team (SBT) meets weekly to discuss students with academic, social, and/or behavioral concerns. Other methods of social-emotional support available to students is the Check-in/Check-out process which involves daily goal setting and feedback with one of the school's counselor. A student mentoring program is also in place to provide pre-identified students with guidance and support as well as a Professional Mental Health Professional staff member to support students and families with counseling services and behavioral mental health needs.

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: ELA				\$9,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	3373	500-Materials and Supplies	1661 - Verde K 8	Other		\$3,200.00
			<i>Notes: Ready Florida Workbooks- Grade 3</i>			
	3373	100-Salaries	1661 - Verde K 8	Other		\$6,000.00
			<i>Notes: Tutorial Funding provided by PTA</i>			
					Total:	\$9,200.00