

The School District of Palm Beach County

Verde K 8



2021-22 Schoolwide Improvement Plan

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Verde K 8

3300 N MILITARY TRAIL, Boca Raton, FL 33431

<https://vrde.palmbeachschools.org>

Demographics

Principal: Linden Codling

Start Date for this Principal: 7/1/2014

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	47%
2020-21 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%)
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	

* 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.

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3300 N MILITARY TRAIL, Boca Raton, FL 33431

<https://vrde.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-8	Yes	39%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	51%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		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	Position Title	Job Duties and Responsibilities
Moldovan, Seth	Principal	<p>Participate on the school's leadership team; support the school's vision and mission. Meet monthly to discuss community issues, instructional strengths and challenges, safety concerns, and issues which effect the entire school.</p> <p>Additionally, administration works with teachers, staff, parents, and community members to create, implement, and monitor the SIP throughout the school year.</p>
Codling, Linden	Assistant Principal	<p>Participate on the school's leadership team; support the school's vision and mission. Meet monthly to discuss community issues, instructional strengths and challenges, safety concerns, and issues which effect the entire school.</p> <p>Additionally, administration works with teachers, staff, parents, and community members to create, implement, and monitor the SIP throughout the school year.</p>
Tacher, Caren	School Counselor	<p>Participate on the school's leadership team; support the school's vision and mission. Meet 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>Participate on the school's leadership team; support the school's vision and mission. Meet monthly to discuss community issues, instructional strengths and challenges, safety concerns, and issues which effect the entire school.</p>
Stark, Mariel	Teacher, ESE	<p>Participate on the school's leadership team; support the school's vision and mission. Meet monthly to discuss community issues, instructional strengths and challenges, safety concerns, and issues which effect the entire school.</p>
Jaggernaut, Emily	Behavior Specialist	<p>Participate on the school's leadership team; support the school's vision and mission. Meet monthly to discuss community issues, instructional strengths and challenges, safety concerns, and issues which effect the entire school.</p>
Zapata Henao, Natalia	School Counselor	<p>Participate on the school's leadership team; support the school's vision and mission.</p>

Name	Position Title	Job Duties and Responsibilities
		Meet monthly to discuss community issues, instructional strengths and challenges, safety concerns, and issues which effect the entire school.
Bowser, Kelsey	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.
Ago, Rhaiany	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.
Stansell, Christina	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.
Dorvil, Jinnie	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.
	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.
Diaz, Gisenia	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.
Berlatsky, Jennifer	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.

Name	Position Title	Job Duties and Responsibilities
Phillips, Pamela	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.
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.
Kosches, Sara	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.
Fusco, Patricia	Teacher, K-12	Homeroom teacher
Aliaga, Christy	Assistant Principal	Curriculum Oversight

Demographic Information

Principal start date

Tuesday 7/1/2014, 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.*

8

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.*

15

Total number of teacher positions allocated to the school

84

Total number of students enrolled at the school

1,324

Identify the number of instructional staff who left the school during the 2020-21 school year.

16

Identify the number of instructional staff who joined the school during the 2021-22 school year.

13

Demographic Data

Early Warning Systems

2021-22

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	165	183	170	172	210	221	114	85	0	0	0	0	0	1320
Attendance below 90 percent	20	6	7	9	13	10	1	0	0	0	0	0	0	66
One or more suspensions	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Course failure in ELA	31	42	38	50	57	42	1	0	0	0	0	0	0	261
Course failure in Math	5	5	10	39	48	27	5	0	0	0	0	0	0	139
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	21	29	22	3	0	0	0	0	0	0	75
Level 1 on 2019 statewide FSA Math assessment	0	0	0	26	39	32	7	0	0	0	0	0	0	104
Number of students with a substantial reading deficiency	31	42	38	50	57	42	1	0	0	0	0	0	0	261
FY21 ELA Winter Diag Level 1 & 2	0	0	0	66	59	19	17	0	0	0	0	0	0	161
FY21 Math Winter Diag Level 1 & 2	0	0	0	34	52	17	19	0	0	0	0	0	0	122
	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	11	4	11	41	54	34	5	0	0	0	0	0	0	160

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

Date this data was collected or last updated

Wednesday 9/8/2021

2020-21 - 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	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	
FY20 Math Midyear Diag Levels 1 & 2	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	

2020-21 - 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	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	
FY20 Math Midyear Diag Levels 1 & 2	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	

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				78%	56%	61%	78%	55%	60%
ELA Learning Gains				71%	58%	59%	70%	56%	57%
ELA Lowest 25th Percentile				64%	55%	54%	58%	51%	52%
Math Achievement				86%	53%	62%	84%	52%	61%
Math Learning Gains				83%	55%	59%	71%	54%	58%
Math Lowest 25th Percentile				69%	52%	52%	58%	49%	52%
Science Achievement				70%	45%	56%	72%	49%	57%
Social Studies Achievement					75%	78%		72%	77%

Grade Level Data Review - State Assessments

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	2021					
	2019	65%	54%	11%	58%	7%
Cohort Comparison						
04	2021					
	2019	84%	62%	22%	58%	26%
Cohort Comparison		-65%				
05	2021					
	2019	72%	59%	13%	56%	16%
Cohort Comparison		-84%				
06	2021					
	2019					
Cohort Comparison		-72%				
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	78%	65%	13%	62%	16%
Cohort Comparison						
04	2021					
	2019	86%	67%	19%	64%	22%
Cohort Comparison		-78%				
05	2021					
	2019	83%	65%	18%	60%	23%
Cohort Comparison		-86%				
06	2021					
	2019	100%	60%	40%	55%	45%
Cohort Comparison		-83%				
07	2021					
	2019					
Cohort Comparison		-100%				
08	2021					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	66%	51%	15%	53%	13%
Cohort Comparison						
08	2021					
	2019					
Cohort Comparison		-66%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Progress monitoring allows teachers and administrators to track students' academic progress or growth across the entire school year. Teachers use student performance data to continually evaluate the effectiveness of their teaching and make more informed instructional decisions. If the rate at which a particular student is learning seems insufficient, the teacher can adjust instruction. Various reports will be

used to monitor and support student learning:

Grades K-2 we will use iReady for Fall, Winter & Spring

In grades 3-5 we will use iReady in the Fall, District Diagnostics in the Winter, and FSA in the Spring.

-iReady: Provides user-friendly dashboards and clear reports with actionable data that give teachers a foundational understanding of students' strengths and areas of need.

-Unit Standardized Assessments USAs gives teachers data on how well the students have mastered the standard. Supports the monitoring of student learning and provide ongoing feedback that instructors can use to make adjustments to instruction to improve student learning.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	54 / 44.1%	76/ 43.5%	112/ 66.9%
	Economically Disadvantaged	30.6%	29.2%	60.9%
	Students With Disabilities	30.8%	30.8%	61.5%
	English Language Learners	22.7%	30.4%	52/2%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	85.0%	95.5%	97.2%
	Economically Disadvantaged	85.0%	100%	96.9%
	Students With Disabilities	85.0%	100%	100%
	English Language Learners	85.0%	100%	100%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	72/ 52%	70/ 49%	112/ 65%
	Economically Disadvantaged	47.8%	44.8%	60%
	Students With Disabilities	33.3%	26.7%	26.7%
	English Language Learners	20%	25%	35.7%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	90.0%	94.9%	96.9%
	Economically Disadvantaged	90.0%	94.4%	97.2%
	Students With Disabilities	90.0%	100%	100%
	English Language Learners	90.0%	90.3%	91.2%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	115/ 63%	130/ 83.2%	130/ 83.1%
	Economically Disadvantaged	63%	79%	77.4%
	Students With Disabilities	63%	55%	50%
	English Language Learners	63%	80.9%	75.5%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	143/83%	143/ 86.9%	136/ 82.6%
	Economically Disadvantaged	86%	82.1%	76.5%
	Students With Disabilities	66%	68.2%	60.9%
	English Language Learners	78%	84.8%	79.6%
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	142/ 80%	142/ 83.9%	147/ 80.6%
	Economically Disadvantaged	80%	77.6%	74.4%
	Students With Disabilities	60%	55%	65%
	English Language Learners	61%	61.3%	57.9%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	74.6%	147/ 79.1%	101/ 82.3%
	Economically Disadvantaged	69.7%	71.3%	75.5%
	Students With Disabilities	57.9%	52.6%	57.1%
	English Language Learners	55%	64.3%	69%

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	102/ 43%	102/ 78.8%	118/ 83.5%
	Economically Disadvantaged	43%	69.7%	74;.3%
	Students With Disabilities	43%	53.3%	61.1%
	English Language Learners	43%	42.4%	55.9%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	83.8%	105/ 81.8%	114/ 73.2%
	Economically Disadvantaged	79.7%	76.8%	66.2%
	Students With Disabilities	66.7%	47.1 %	44.4%
	English Language Learners	60%	56.3%	51.4%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	81.5%	85.4%	84.5%
	Economically Disadvantaged	72.7%	75.7%	75.7%
	Students With Disabilities	54.5%	68.4%	63.2%
	English Language Learners	61.1%	61.8%	61.1%
	Number/% Proficiency	Fall	Winter	Spring
Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	85.9%	65/ 86%	76/ 93%
	Economically Disadvantaged	85.3%	88.2%	91.2%
	Students With Disabilities	66.7%	71.4%	71.4%
	English Language Learners	60%	60%	80%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	63.1%	62/ 68.2%	77/ 76.5%
	Economically Disadvantaged	63.6%	67.6%	70.6%
	Students With Disabilities	57.1%	57.1%	57.1%
	English Language Learners	60%	100%	100%
	Number/% Proficiency	Fall	Winter	Spring

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	19/100	19/ 100	19/ 100%
	Economically Disadvantaged	100	100	100%
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	39	50	31	40	42	40	31				
ELL	64	69	63	68	48	39	46				
ASN	85			85							
BLK	46	36		54	36						
HSP	76	74	70	71	51	45	49				
MUL	87			73							
WHT	76	71	56	76	42	55	64				
FRL	68	62	55	66	38	50	44				
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				

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
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	68
Total Points Earned for the Federal Index	499
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	58
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	85
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	63
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	80
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	64
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	56
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Historically, our math scores have exceeded our ELA scores not only in diagnostics but FSA across all grade levels and subgroups. This was the first year that math scores fell below ELA in grades 4-5 specifically. Our 3rd grade "cadre" of students that were 65% proficient in 2019 make a gain of 7% up to 72% in 2021. However, that same group of students' math scores dropped 10% from 77% to 67%.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Looking at FSA scores from 2019 to 2021, the greatest need for improvement would be math in grades 4-5. As a school our overall proficiency in math went from 83% in 2019 to 70% in 2021. Looking at Diagnostic data over 3 years, that same group of students showed a drop in proficiency as well. Interestingly enough, math diagnostic scores from 2019 were 79% to a gain of 83% (pre-pandemic) in 2020, to 71% in 2021.

Our ESE subgroups still lag behind our other subgroups in almost all areas.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

One of the contributing factors was obviously the pandemic and the disruption to school after March of 2020. In SY21, many of our intermediate students were very inconsistent with their attendance due to the pandemic still and having a virtual option contributed to a large number of students staying home and bouncing back and forth between virtual and brick and mortar. Additionally, there was essentially no PD taking place on campuses, most PD options were virtual and/or pre-recorded sessions that were self-paced. This doesn't allow for collaborative planning within and across grade levels. The math curriculum is spiral, therefore when there is a gap in instruction, some of the skills may not have been mastered. We also saw a decline in after school tutorial programs due to the pandemic so we were not able to remediate as many students as we had hoped to.

We will be utilizing research based interventions such as Spire, LLI, and Voyager with our ESE students during small group interventions in Reading. In addition, we plan to have an ELL teacher utilizing the same interventions for ELL students in SBT, during blocks throughout the day.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Across multiple data points, ELA stayed within +/- 2 points from 2019 to 2021. Except for FSA achievement in 3rd grade, we saw an increase of almost 5%. Even though these aren't considered a "statistically significant gain", despite the learning conditions/pandemic the last year and half, we consider this to be a positive outcome for our school.

What were the contributing factors to this improvement? What new actions did your school take in this area?

As a school, we'd been implementing CKLA in 3rd grade for several years as a pilot school and then rolled into using EL curriculum in grades 4-5. Both are content based and worked heavily on vocabulary and building student background knowledge. This consistency across grade levels has led to steady gains in ELA, specifically in 5th grade as well, up from 60% to 72% from 2019 and despite a pandemic.

What strategies will need to be implemented in order to accelerate learning?

One strategy to be able to accelerate the learning will be teachers continually looking at their data and adjusting instruction to fill gaps as needed or enrich students as well. This will be done through grade level meetings, PD days and PLCs to look at multiple data points and creating secondary benchmarks to cycle back in standards needing additional teaching. Additionally, continuing to focus on the SEL component to help students gain independence, self-confidence and a growth mindset will be vital to the continued success of our students.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

PD opportunities will take place monthly by providing teachers with substitutes to collaborate for half day sessions. During these sessions, administration will lead looking at data and driving instructional decisions based on the needs of students. Additionally, looking at "what" is being provided during small group and how teachers can support like groups of students by creating a schedule to "rotate" these students to provide the most consistent and intensive level of interventions. Keeping student focused on grade level texts will be crucial to their success on district and state mandated testing. Focus on the core actions of text, talk and task will help keep teachers and students focused on standards based instruction and learning.

Professional Development in Voyager Reading, SPIRE, and LLI is being completed by all staff who will be providing interventions to our students, specifically in our ELL and ESE subgroups.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Additional support will be provided by aligning SAI, ESE and ESOL push in services during the small group instruction. Teachers of these specific groups of students will support the classroom teacher by collaborating on lesson plans and targeting specific standards/skills that teachers see gaps in based on multiple data points.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

This year, our area of focus will be to ensure effective and relevant instruction to ensure the success of all students in ELA in alignment with our district's long term outcome; ensuring 75% of students are reading on-grade level by third grade.

- Based on the FY21 FSA ELA testing, students in grades 3-6 were 75% proficient. This was a decrease of 1% from the previous year.
- However, grade 6 was 85.7% overall.
- 2019 FSA ELA data was 73.3% proficiency in grades 3-5 compared to 71.4% in 2021; this is a 2% decrease.
- 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 2022, 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 77% of our current fourth grade and fifth grade students, and 87% of our current sixth and seventh grade students to be "on-grade" level.

Monitoring:

To monitor this area, our ELA data will come from multiple sources: iReady diagnostic data, district FSQs and USAs and District winter diagnostics.

Person responsible for monitoring outcome:

Seth Moldovan (seth.moldovan@palmbeachschools.org)

Evidence-based Strategy:

1. Small group differentiated instruction across all grade levels will occur on a daily basis. Instructional staff will be required to follow the district guidelines for implementing interventions. Evidence Based strategies being utilized in small groups will be SPIRE, LLI, and Voyager.

Rationale for Evidence-based Strategy:

1. Develop teacher's instructional expertise through specific professional development opportunities throughout the school year to support all students, especially our subgroups.

Action Steps to Implement

1. 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 Voyager, LLI and Spire.

Person Responsible

Seth Moldovan (seth.moldovan@palmbeachschools.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

According to Verde K-8's discipline data, our school ranks "Low" in number of reported incidents. The data shows 0.2 incidents per 100 students. At the time the data was collected, Verde was transitioning to a middle school and had 1,037 students in grades K-6 during the 2020-2021 school year. The primary and secondary concerns as well as any others that surface during the school year will be monitored through our School-wide Positive Behavior Support team that meets monthly to review behavior data and concerns. If after analyzing the data, we see concerns that affect the entire school culture, we will look to make changes and adjustments based on staff, student and parent feedback utilizing surveys and other forums. Additionally, we will monitor Tier II and Tier III students specifically through School Based Team meetings that take place weekly.

A primary area of concern would be behavior incidents that occur on the bus. To help improve behavior in that specific area, our middle school students will be participating in a few campaigns to help increase awareness to consequences of poor choices as well as boosting self-confidence and advocating for doing what is "right". One such program is titled, "Start with Hello".

A secondary concern that is more behavior based compared to discipline, is attendance. This concerns has been amplified due to covid. However, we closely monitor these students based on attendance rates and number of days missed. Attendance has a direct correlation to student achievement and is one of the EWS that as a school we will continue to monitor weekly.

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.

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 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 conferences 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 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.

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.

Additionally, Verde K-8 has a strong PTA that collaborates with the school and families to provide not only supplies and needs for the classroom but engage the community in a variety of events to bring everyone together. Such events include "Verde Night Out" where families can meet at local restaurants and a portion of the proceeds come back to the school. They also have a large group of parent volunteers that will assist in the classrooms or where ever they may be needed. One of their larger family events consists of a "carnival" which families love to attend.

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

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.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

At Verde K-8, we have in place a School-wide Positive Behavior Support System. The SwPBS Team provides all stakeholders (staff, students, parents and community) with professional development on the Behavior Matrix and behavior expectations which focuses on being safe, accountable, having Integrity and being a learner 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.

Our 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 counselors. A student mentoring program is also in place to provide pre-identified students with guidance and support as well as a Behavioral Mental Health Professional staff member to support students and families with counseling services and behavioral mental health needs. When needed, we are able to refer our families to outside services within the community.

Verde K-8 has a School Advisory Council which meets monthly, along with a Parent Teacher Association who meet monthly. These groups are focused on School Improvement and ways to provide support for academic achievement of all students.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$5,800.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	500-Materials and Supplies	1661 - Verde K 8	General Fund		\$5,800.00
			<i>Notes: Florida Ready Instructional Materials for 3-5</i>			
Total:						\$5,800.00