# Equestrian Trails Elementary



# 2021-22 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: 8/19/2021

| | |
|---|---|
| **2019-20 Status**<br>(per MSID File) | Active |
| **School Type and Grades Served**<br>(per MSID File) | Elementary School<br>PK-5 |
| **Primary Service Type**<br>(per MSID File) | K-12 General Education |
| **2020-21 Title I School** | No |
| **2020-21 Economically Disadvantaged (FRL) Rate**<br>(as reported on Survey 3) | 33% |
| **2020-21 ESSA Subgroups Represented**<br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities<br>English Language Learners<br>Asian Students<br>Black/African American Students<br>Hispanic Students<br>Multiracial Students<br>White Students<br>Economically Disadvantaged Students |
| **School Grades History** | 2018-19: A (84%)<br><br>2017-18: A (82%)<br><br>2016-17: A (74%) |
| **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.

## Table of Contents

# Equestrian Trails Elementary

## 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) |
|---|---|---|
| Elementary School PK-5 | No | 30% |

| **Primary Service Type** (per MSID File) | **Charter School** | **2018-19 Minority Rate** (Reported as Non-white on Survey 2) |
|---|---|---|
| K-12 General Education | No | 56% |

## School Grades History

| Year | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| Grade | | A | A | A |

## School Board Approval

This plan is pending approval by the Palm Beach County School Board.

## SIP Authority

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

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://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.

## 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 | Position 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 | School Leader |
| Kapopoulos, MAndi | Teacher, K-12 | Teacher Leader |
| Kuznik, Dana | Teacher, K-12 | Teacher Leader |
| Lasseter, Eden | Teacher, K-12 | Teacher Leader |
| Sherwood, Valerie | Teacher, K-12 | Teacher Leader |
| Tolley, Tamara | Teacher, K-12 | Teacher Leader |
| Manzello, Susan | Teacher, K-12 | Teacher Leader |
| Asch, Liza | Teacher, K-12 | Teacher Leader |
| Richards, Elizabeth | Teacher, ESE | Teacher Leader |

## Demographic Information

**Principal start date**
Thursday 8/19/2021, 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.*
9

**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.*
5

**Total number of teacher positions allocated to the school**
61

**Total number of students enrolled at the school**
836

**Identify the number of instructional staff who left the school during the 2020-21 school year.**
4

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**
0

**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 | 118 | 122 | 136 | 134 | 145 | 146 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 801 |
| Attendance below 90 percent | 0 | 3 | 9 | 2 | 8 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 29 |
| One or more suspensions | 0 | 1 | 0 | 0 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |
| Course failure in ELA | 0 | 14 | 35 | 5 | 22 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 87 |
| Course failure in Math | 0 | 1 | 11 | 3 | 15 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 38 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 11 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 11 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13 |
| FY21 ELA Winter Diag Level 1 & 2 | 0 | 0 | 0 | 36 | 21 | 41 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 98 |
| FY21 Math Winter Diag Level 1 & 2 | 0 | 0 | 0 | 10 | 17 | 30 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 57 |

**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 | 9 | 2 | 13 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 31 |

**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 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |
| 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**
Wednesday 7/21/2021

**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 | 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 | |

**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 | 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 | |

## 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 | | | | 88% | 58% | 57% | 87% | 57% | 56% |
| ELA Learning Gains | | | | 77% | 63% | 58% | 75% | 61% | 55% |
| ELA Lowest 25th Percentile | | | | 71% | 56% | 53% | 70% | 56% | 48% |
| Math Achievement | | | | 93% | 68% | 63% | 92% | 65% | 62% |
| Math Learning Gains | | | | 90% | 68% | 62% | 84% | 63% | 59% |
| Math Lowest 25th Percentile | | | | 88% | 59% | 51% | 85% | 53% | 47% |
| Science Achievement | | | | 79% | 51% | 53% | 84% | 56% | 55% |

**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 | 80% | 54% | 26% | 58% | 22% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 91% | 62% | 29% | 58% | 33% |
| Cohort Comparison | | -80% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 87% | 59% | 28% | 56% | 31% |
| Cohort Comparison | | -91% | | | | |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2021 | | | | | |
| | 2019 | 89% | 65% | 24% | 62% | 27% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 89% | 67% | 22% | 64% | 25% |
| Cohort Comparison | | -89% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 96% | 65% | 31% | 60% | 36% |
| Cohort Comparison | | -89% | | | | |

| SCIENCE | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2021 | | | | | |
| | 2019 | 79% | 51% | 28% | 53% | 26% |
| Cohort Comparison | | | | | | |

## Grade Level Data Review - Progress Monitoring Assessments

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

We will be using i-Ready for monitoring of ELA for grades K-5 as well as USA's for grades 2-5 and Successmaker for Math for grades K-5, as well as USA's for grades 2-5.

| Grade 1 | | | | |
|---|---|---|---|---|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 56.8 | 52.5 | 66.9 |
| | Economically Disadvantaged | 39.0 | 47.6 | 56.1 |
| | Students With Disabilities | 48.1 | 32.1 | 53.6 |
| | English Language Learners | 63.6 | 36.4 | 45.5 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | | 93.2 | 95.9 |
| | Economically Disadvantaged | | 85 | 91.2 |
| | Students With Disabilities | | 96.3 | 96.6 |
| | English Language Learners | | 85 | 90.2 |

| Grade 2 | | | | |
|---|---|---|---|---|
| **English Language Arts** | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 63.7 | 55.9 | 75.2 |
| | Economically Disadvantaged | 48.4 | 35.5 | 64.5 |
| | Students With Disabilities | 28.0 | 26.9 | 64.0 |
| | English Language Learners | 60.0 | 33.3 | 60.0 |
| **Mathematics** | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | 94.5 | 97.7 |
| | Economically Disadvantaged | | 93.1 | 93.1 |
| | Students With Disabilities | | 91.7 | 92 |
| | English Language Learners | | 90 | 90 |

| Grade 3 | | | | |
|---|---|---|---|---|
| **English Language Arts** | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 71.2 | 46.9 | 56.9 |
| | Economically Disadvantaged | 54.3 | 43.8 | 47.9 |
| | Students With Disabilities | 47.8 | 21.7 | 21.7 |
| | English Language Learners | 46.2 | 15.4 | 38.5 |
| **Mathematics** | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | 90.6 | 88 |
| | Economically Disadvantaged | | 80.4 | 77.1 |
| | Students With Disabilities | | 85.7 | 81.8 |
| | English Language Learners | | 85.7 | 85.7 |

| Grade 4 | | | | |
|---|---|---|---|---|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 65.2 | 53.9 | 68.6 |
| | Economically Disadvantaged | 60.4 | 58.3 | 68.1 |
| | Students With Disabilities | 43.8 | 37.5 | 56.3 |
| | English Language Learners | 50 | 25 | 25 |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 85.9 | 92 | 92.3 |
| | Economically Disadvantaged | 83.7 | 83.7 | 80 |
| | Students With Disabilities | 85.7 | 85.7 | 81.3 |
| | English Language Learners | 75 | 100 | 100 |

| Grade 5 | | | | |
|---|---|---|---|---|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 57.3 | 36.4 | |
| | Economically Disadvantaged | 61.4 | 32.6 | |
| | Students With Disabilities | 6.3 | 11.8 | |
| | English Language Learners | 12.5 | 0 | |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 92.5 | 94.1 | 91 |
| | Economically Disadvantaged | 93 | 93.6 | 91.5 |
| | Students With Disabilities | 75 | 70.6 | 58.8 |
| | English Language Learners | 100 | 87.5 | 87.5 |
| Science | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 97.7 | 97.4 | 98.7 |
| | Economically Disadvantaged | 95.8 | 93.5 | 95.7 |
| | Students With Disabilities | 100 | 93.8 | 94.1 |
| | English Language Learners | 100 | 100 | 100 |

## 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 | 59 | 67 | | 58 | 50 | | 21 | | | | |
| ELL | 76 | | | 86 | | | | | | | |
| ASN | 90 | 74 | | 95 | 70 | | 83 | | | | |
| BLK | 72 | 87 | | 68 | 52 | | 67 | | | | |
| HSP | 81 | 84 | 64 | 83 | 68 | 58 | 61 | | | | |
| MUL | 80 | | | 80 | | | | | | | |
| WHT | 89 | 79 | | 90 | 85 | 70 | 84 | | | | |
| FRL | 80 | 84 | 77 | 78 | 67 | 54 | 64 | | | | |

| | **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 | | | | | | |
| 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 | | | | |

## 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 | 75 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 0 |

| ESSA Federal Index | |
| --- | --- |
| Progress of English Language Learners in Achieving English Language Proficiency | 79 |
| Total Points Earned for the Federal Index | 601 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 97% |
| **Subgroup Data** | |
| **Students With Disabilities** | |
| Federal Index - Students With Disabilities | 51 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | |
| **English Language Learners** | |
| Federal Index - English Language Learners | 80 |
| 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 | 82 |
| 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 | 69 |
| 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 | 74 |
| 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 | 83 |
| 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 | 72 |
| 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?**

Equestrian is consistently a high performing school and one of the top schools in the district yearly. When looking at data the following grades for FY19 scored level 3 and higher: 3rd grade scored 80% and higher, 4th grade 91% and higher and 5th grade 87% and higher. For FY21 for level 3 and higher 3rd grade was 70%, 4th grade 90% and 5th grade 88%. The decline in 3rd grade can attributed to the issues we had with the pandemic, many students virtual learning and attendance. (This is not a trend in our school) For math, all of our grades scored 85% or higher for level 3 and higher. In science students scored 74% and higher for level 3 and higher.
The additional trends are our teachers support student learning with research based strategies and ensure differentiation throughout all content areas. All of our teachers are effective or highly effective.

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

One concern was that there wasn't growth from fall to winter because all of our students were virtual and only a few returned between September and December. Therefore the scores were skewed.However, we did notice that within the subgroups there is not a significant growth from winter to spring.

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

It was very hard to differentiate and have small groups through distance learning. We had inconsistent attendance and a lot of parent involvement. It is very difficult to control a virtual learning environment to ensure proper learning. This year we are back to brick and mortar and from past experiences our teachers are very hands on and will incorporate best practices during small group instruction. Any student needing remediation or enrichment will be placed in extended day learning.

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

Math showed the most improvement in all grades, especially when looking at the Unit Standardized Assessments. There was a 2-4% growth from winter to spring in all grade levels.

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

This is contributed to teachers working diligently together in PLC's to discuss assessments and plan for small group and differentiated instruction.

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

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.

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.

**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.**

K-2 Teachers will be focusing on new reading adoption and implementation of various small group instruction and all grade levels will be focusing on ELA intervention strategies for Tier 2 and Tier 3 students.
During PLC's teachers will support their learning through collaboration and mentor support.

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

Standards Based Instruction will 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.

2. Science Achievement will be supported and reinforced through STEM. workers play a key role in creating critical thinkers, increases science literacy.

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.

We have School Based Teams to review data and provide progress monitoring for all student to have potential to be successful.

## Part III: Planning for Improvement

### Areas of Focus:

| **#1. Instructional Practice specifically relating to Standards-aligned Instruction** | |
|---|---|
| **Area of Focus Description and Rationale:** | To ensure the continual progress towards student achievement in ELA instruction in alignment with the expectations of the district's strategic plan.<br>FY19 scored level 3 and higher: 3rd grade scored 80% and higher, 4th grade 91% and higher and 5th grade 87% and higher. For FY21 for level 3 and higher 3rd grade was 70%, 4th grade 90% and 5th grade 88%. The decline in 3rd grade can attributed to the issues we had with the pandemic, many students virtual learning and attendance.For math, all of our grades scored 85% or higher for level 3 and higher. In science students scored 74% and higher for level 3 and higher.<br><br>FY20 Winter Diagnostics Compared to FY19 FSA:<br>3rd Grade ELA Achievement levels for SWD are up 20.2%<br>4th Grade ELA Achievement levels for SWD are up 8.6%<br>5th Grade ELA Achievement levels for SWD are up 16.8%<br>All three grade levels are also showing an increase from last year's diagnostics compared to this year's.<br><br>FSQ's and USA's have analyzed at PLC's and the data is being used to drive small group instruction.<br>We also have a part-time teacher through a grant that works with our lowest 25% and her data is showing growth.<br><br>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.<br>In K-2, we have a part-time LLI teacher working with our lowest 25% and data is being monitored.<br><br>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 Proficiency for grades 3-5 to 88%, Learning Gains to 79% and Low 25 to 73%<br>To increase our Math Proficiency for grades 3-5 to 93% Learning Gains to 92% and Low 25 to 90%<br>To increase 5th grade Science to 79% |
| **Monitoring:** | Monitoring will occur through administrative walk-throughs, lesson plan reviews and data analysis of reading running records, i-Ready, SuccessMaker, FSQ's, USA's and Winter Diagnostics. During PLC's teachers will collaborate and discuss best practices and strategies to ensure all students are leaning in an equal and equitable manner. |
| **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.<br>LLI - Is used as an in school tutorial during iii to support our most needy population.<br>Full Implementation of Top Score Writing Program is used in 2nd - 5th in writing daily through classroom teachers. |
| **Rationale for** | 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 |

|                         |                                                                                                                                                                                                             |
|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| **Evidence-based Strategy:** | 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.) Look at all student data to determine student needs.
3.) Review assessments to establish targets for small group and differentiated instruction.
4.) Teachers will be scheduling to ensure that there is a rotation model daily to incorporate small groups and monitor progress through PLC's.
5.) 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.

**Person Responsible**   Antonietta D'Aqui (antonietta.daqui@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.) Data is continually reviewed to determine students' needs and progress.

**Person Responsible**   Antonietta D'Aqui (antonietta.daqui@palmbeachschools.org)

Full Implementation of Balanced Literacy
1.) Meet in PLC's to discuss and collaborate
2.) Monthly district grade level ELA PD to support understanding of balanced literacy and implementation.
3.) Administration supports teachers through classroom observations and attending PLC's.

**Person Responsible**   Michele Chorniewy (michele.chorniewy@palmbeachschools.org)

## Additional Schoolwide Improvement Priorities

Using the 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.

**When looking at safe schools for Alex.org, our school was ranked low, a ranking of 356/1395 elementary schools and 26/82 district identified schools. When looking at the incident details we were ranked low for violent incidents. We were 40/82 .22 out of 100 students for physical attack. When looking at property incidents and drug/public order incidents we were ranked very low as we had no incidents. In 2019 we did not have any in school or out of school suspensions. We were ranked #1 state and county wide.**

**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.**

## 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.**

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 communinty. We have established excellent relatinships with various businesses and community members who not support through donations but through participation in the various academic and non-acdemic events we host at our school.

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

Our stakeholders play an important part in our school to ensure a positive culture and environment. The administrators support by communicating expectations to students, parents and staff. They ensure fidelity to execution of best practices and monitor to ensure all students are learning and thriving. Non-Instructional and Instructional staff support with execution of SWPBS and support by participating in an incentives program. SAC/PTA support to ensure the school community focuses on student achievement, progress and a positive culture with fundraisers, activities and events.

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 out 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 V: Budget

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

| 1 | III.A. | Areas of Focus: Instructional Practice: Standards-aligned Instruction | $0.00 |
|---|--------|----------------------------------------------------------------------|-------|
|   |        | Total: | $0.00 |