

The School District of Palm Beach County

Equestrian Trails Elementary



2022-23 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	16
Positive Culture & Environment	0
Budget to Support Goals	0

Equestrian Trails Elementary

9720 STRIBLING WAY, Wellington, FL 33414

<https://etes.palmbeachschools.org>

Demographics

Principal: Michele Chorniewy

Start Date for this Principal: 7/1/2010

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	33%
2021-22 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	2021-22: A (83%) 2018-19: A (84%) 2017-18: A (82%)
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	16
Title I Requirements	0
Budget to Support Goals	0

Equestrian Trails Elementary

9720 STRIBLING WAY, Wellington, FL 33414

<https://etes.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	33%
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	2021-22	2020-21	2019-20	2018-19
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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

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 to help support 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.
	Teacher Leader	
Kapopoulos, MAndi	Teacher, K-12	Lead Teacher who provides guidance and mentorship to other teachers in their grade level or subject. Their duties include writing lesson plans, ensuring students are given a variety of opporrtunities for learning through the use of research-based strategies, managing classroom behavior and providing after-school tutoring.
	Teacher Leader	
Kuznik, Dana	Teacher, K-12	Lead Teacher who provides guidance and mentorship to other teachers in their grade level or subject. Their duties include writing lesson plans, ensuring students are given a variety of opporrtunities for learning through the use of research-based strategies, managing classroom behavior and providing after-school tutoring.
	Teacher Leader	
Lasseter, Eden	Teacher, K-12	Lead Teacher who provides guidance and mentorship to other teachers in their grade level or subject. Their duties include writing lesson plans, ensuring students are given a variety of opporrtunities for learning through the use of research-based strategies, managing classroom behavior and providing after-school tutoring.
	Teacher Leader	
Sherwood, Valerie	Teacher, K-12	Lead Teacher who provides guidance and mentorship to other teachers in their grade level or subject. Their duties include writing lesson plans, ensuring students are given a variety of opporrtunities for learning through the use of research-based strategies, managing classroom behavior and providing after-school tutoring.
	Teacher Leader	
Tolley, Tamara	Teacher, K-12	Lead Teacher who provides guidance and mentorship to other teachers in

Name	Position Title	Job Duties and Responsibilities
		their grade level or subject. Their duties include writing lesson plans, ensuring students are given a variety of opportunities for learning through the use of research-based strategies, managing classroom behavior and providing after-school tutoring.
Manzello, Susan	Teacher, K-12	Teacher Leader Lead Teacher who provides guidance and mentorship to other teachers in their grade level or subject. Their duties include writing lesson plans, ensuring students are given a variety of opportunities for learning through the use of research-based strategies, managing classroom behavior and providing after-school tutoring.
Asch, Liza	Teacher, K-12	Lead Teacher who provides guidance and mentorship to other teachers in their grade level or subject. Their duties include writing lesson plans, ensuring students are given a variety of opportunities for learning through the use of research-based strategies, managing classroom behavior and providing after-school tutoring.
Richards, Elizabeth	Teacher, ESE	Teacher Leader Lead Teacher who provides guidance and mentorship to other teachers in their grade level or subject. Their duties include writing lesson plans, ensuring students are given a variety of opportunities for learning through the use of research-based strategies, managing classroom behavior and providing after-school tutoring.

Demographic Information

Principal start date

Thursday 7/1/2010, Michele Chorniewy

Number of teachers with a 2022 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.*

10

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

6

Total number of teacher positions allocated to the school

54

Total number of students enrolled at the school

840

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

4

Identify the number of instructional staff who joined the school during the 2022-23 school year.

3

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	106	129	132	143	143	149	0	0	0	0	0	0	0	802
Attendance below 90 percent	0	12	11	9	6	13	51	0	0	0	0	0	0	102
One or more suspensions	0	1	1	3	3	2	0	0	0	0	0	0	0	10
Course failure in ELA	0	4	24	6	14	6	0	0	0	0	0	0	0	54
Course failure in Math	0	0	2	2	5	3	0	0	0	0	0	0	0	12
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	3	8	0	0	0	0	0	0	0	11
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	10	0	0	0	0	0	0	0	10
Number of students with a substantial reading deficiency	1	6	10	6	14	6	0	0	0	0	0	0	0	43

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	7	3	5	9	0	0	0	0	0	0	0	24

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Friday 8/26/2022

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	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	

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	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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	88%	59%	56%				88%	58%	57%
ELA Learning Gains	81%						77%	63%	58%
ELA Lowest 25th Percentile	76%						71%	56%	53%
Math Achievement	91%	53%	50%				93%	68%	63%
Math Learning Gains	83%						90%	68%	62%
Math Lowest 25th Percentile	78%						88%	59%	51%
Science Achievement	84%	59%	59%				79%	51%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	80%	54%	26%	58%	22%
Cohort Comparison		0%				
04	2022					
	2019	91%	62%	29%	58%	33%
Cohort Comparison		-80%				
05	2022					
	2019	87%	59%	28%	56%	31%
Cohort Comparison		-91%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	89%	65%	24%	62%	27%
Cohort Comparison		0%				
04	2022					
	2019	89%	67%	22%	64%	25%
Cohort Comparison		-89%				
05	2022					
	2019	96%	65%	31%	60%	36%
Cohort Comparison		-89%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	79%	51%	28%	53%	26%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	62	50	47	72	71	62	60				
ELL	92	81		95	85		90				
ASN	97	88		100	86		95				
BLK	76	67	44	75	72	50	80				
HSP	87	87	83	88	86	83	79				
MUL	76	90		88	70						
WHT	89	78	83	95	86	91	83				
FRL	82	78	68	86	85	68	76				
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	81
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	68
Total Points Earned for the Federal Index	649
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	61
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	85
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	93
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	66
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	84

Hispanic Students	
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	81
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	86
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	77
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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 Trails 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 FY22 for level 3 and higher 3rd grade was 89.1%, 4th grade 82% and 5th grade 93.2%. The decline in 4th grade can be attributed to large class sizes. For math, all of our grades scored 85% or higher for level 3 and higher. In science students scored 84% and higher for level 3 and higher. Our learning gains for ELA were 81% in FY22 compared to 77% in FY19. For math our learning gains were FY22 83% and 90% in FY19. In learning gains for ELA for our lowest 25% FY22 was 76% and in FY19 it was 71%. For math our learning gains for our lowest 25% were FY22 78% and 88% in FY19. In learning gains for ELA FY22 was 76% and in FY19 71%.

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 2022 state assessments, demonstrate the greatest need for improvement?

One concern lies within our math learning gains for the whole school and our low 25's. We also see there was a decline in proficiency in 4th grade for ELA. Our SWD also had a decline of 3% in ELA.

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 due to the large numbers in 4th grade. We had inconsistent attendance with students and in teachers. Any student needing remediation or enrichment will be placed in extended day learning. We are hiring in school and after school tutors to address our most needy students.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

We showed the most improvement within 3rd and 5th grade in ELA. Both grades had an increase of more than 6%. 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 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.

We also offer during and after school tutorial for reading to help struggling students reach competency.

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 will be beginning in October 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-5 Teachers will be focusing on new reading adoption and understanding and implementation of Florida's standards. 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.

Teachers have professional development in all the latest technology innovations to promote STEM in every classroom.

Teachers also have training the Accelerated Math Program to provide advanced curriculum in math in grades 3-5.

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 and tutorials will be put in place to support students who are not yet performing at their grade level. 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: Students who fall within our ESSA Subgroups will specifically be monitored for progress.
2. Science Achievement will be supported and reinforced through STEM.
3. Attendance especially for struggling students - Our focus is to increase student engagement. We have School Based Teams to review data and provide progress monitoring for all student to have potential to be successful.

As an early intervention to increase student readiness to enter kindergarten, we offer a school year Voluntary (VPK) Program supplemented for ESE based on goals and services as written on the IEP .This program is supported by the Dept. of Early Childhood Education and Exceptional Student Education and follows all Florida statutes, rules, and contractual mandates, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the Florida Early Learning performance standards. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>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 FY22 for level 3 and higher 3rd grade was 89.1%, 4th grade 82% and 5th grade 93.2%. The decline in 4th grade can attributed to large class sizes. For math, all of our grades scored 85% or higher for level 3 and higher. In science students scored 84% and higher for level 3 and higher. Our learning gains for ELA was 81% in FY22 compared to 77% in FY19. For math our learning gains were FY22 83% and 90% in FY19. In learning gains for ELA for our lowest 25% FY22 was 76% and in FY19 it was 71%. For math our learning gains for our lowest 25% were FY22 78% and 88% in FY19. In learning gains for ELA FY22 was 76% and in FY19 71%.</p> <p>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. Our instructional priority will be to use trends in student data and work samples to identify learning needs in order to adjust instruction in alignment with the District's Strategic Plan to ensure academic excellence and growth for all.</p>
--	---

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

February 23 May 23
 Student Learning Outcomes ELA 90% 91%
 Student Learning Gains ELA 83% 85%
 Student Learning Gains ELA Low 25 78% 80%

By February of 2023 75% of the teachers will effectively implement the content and curriculum of the new BEST standards.
 By May of 2023 95% of the teachers will effectively implement the content and curriculum of the new BEST standards.

Monitoring: Describe how this

Area of Focus will be monitored for the desired outcome.

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: Describe the evidence-based

Differentiated Instruction - Supporting all students with the use of small groups/guided reading led by classroom and/or resource teachers.
 LLI - Is used as an in school tutorial during iii to support our most needy population.
 In School and After School totorials

**strategy
being
implemented
for this Area
of Focus.**

**Rationale for
Evidence-
based**

Strategy:

Explain the rationale for selecting this specific strategy. By differentiating instruction based on data, student's individual needs will be addressed. Guided reading will ensure students are grouped based on looking at data on standards based assessments and monitored for progress.

Describe the resources/ criteria used for selecting this strategy. 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.

Tutorial programs will ensure students have additional support working on the understanding of the standards during the day and after school.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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.
- 6.) Through classroom walks, review of student data and administration participation in team meetings.

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

LLI -

- 1.) Students in the lowest 25% are identified.
- 2.) A teacher is hired through grant funding to pull small LLI groups daily focusing reading interventions and deficits.
- 3.) Data is continually reviewed to determine students' needs and progress.

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

Tutorials

- 1.) Meet in PLC's to discuss and select students through data analysis
- 2.) Choose teachers to support students after school.
- 3.) Administration supports teachers through tutorial observations and analyzing data in PLC's.

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

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

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

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

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

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

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

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

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

To assist with the transition of school-based and community children into the kindergarten program, we engage in the following kindergarten transition activities:

- Scheduling of a talk/meeting with preschool children's families
- Distribution of a letter, flyer or informational brochure sent to families of preschool children
- Holding open house for families of incoming kindergarten children
- Schedule opportunities for preschool children to visit a kindergarten class and/or meet their future kindergarten teacher
- Providing home learning activities to families to help them prepare children for kindergarten entry

As an early intervention to increase student readiness to enter kindergarten, we offer a school year Voluntary Prekindergarten (VPK) Program supplemented with enrichment hours and/or a PreK self-contained program for students ages 3 to 5 determined eligible for exceptional student education based on goals and services as written on the Individual Education Plan. This program is supported by the Department of Early Childhood Education and Department of Exceptional Student Education and follows all Florida statutes, rules, and contractual mandates, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the Florida Early Learning performance standards. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life.

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

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 our school.

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

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