Verde K 8

2022-23 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: 12/15/2021

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	47%
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 (74%) 2018-19: A (74%) 2017-18: A (70%)
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.

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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)
Combination School KG-8	No	47%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	49%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

School Board Approval

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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.

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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
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
Aliaga, Christy	Assistant Principal	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. Additionally, administration works with teachers, staff, parents, and community members to create, implement, and monitor the SIP throughout the school year.
Sanchez, Jessica	Assistant Principal	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. Additionally, administration works with teachers, staff, parents, and community members to create, implement, and monitor the SIP throughout the school year.
Codling, Linden	Principal	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. Additionally, administration works with teachers, staff, parents, and community members to create, implement, and monitor the SIP throughout the school year.
DiSalvo, Renee	Teacher, K-12	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 issue which affect the entire school.
Berlatsky, Jennifer	Other	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 issue which affect the entire school.
Fusco, Patricia	Teacher, K-12	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 issue which affect the entire school.
greene, lindsay	Teacher, K-12	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 issue which affect the entire school.
Anderson, Luisa	School Counselor	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 issue which affect the entire school.

Name	Position Title	Job Duties and Responsibilities
Froetschel, Emily	Teacher, ESE	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 issue which affect the entire school.

Demographic Information

Principal start date

Wednesday 12/15/2021, Linden Codling

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.*

28

Total number of teacher positions allocated to the school

90

Total number of students enrolled at the school

1,285

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

15

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

25

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	147	158	159	160	146	218	110	107	84	0	0	0	0	1289
Attendance below 90 percent	0	26	25	23	15	38	14	7	10	0	0	0	0	158
One or more suspensions	0	2	3	2	0	2	1	2	11	0	0	0	0	23
Course failure in ELA	0	24	34	20	19	27	16	0	0	0	0	0	0	140
Course failure in Math	0	9	19	4	4	24	9	0	0	0	0	0	0	69
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	3	12	21	11	4	4	0	0	0	0	55
Level 1 on 2022 statewide FSA Math assessment	0	0	0	2	8	31	12	3	5	0	0	0	0	61
Number of students with a substantial reading deficiency	2	7	7	8	5	15	21	16	14	0	0	0	0	95

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	13	17	12	14	36	14	4	5	0	0	0	0	115

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	2	2	1	3	0	0	0	0	0	0	0	0	0	8
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

Monday 10/3/2022

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	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	0	6
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	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	0	6
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	81%	52%	55%				78%	56%	61%
ELA Learning Gains	74%						71%	58%	59%
ELA Lowest 25th Percentile	61%						64%	55%	54%
Math Achievement	81%	45%	42%				86%	53%	62%
Math Learning Gains	73%						83%	55%	59%
Math Lowest 25th Percentile	67%						69%	52%	52%

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
Science Achievement	58%	48%	54%				70%	45%	56%
Social Studies Achievement	93%	57%	59%					75%	78%

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	65%	54%	11%	58%	7%
Cohort Comparison		0%				
04	2022					
	2019	84%	62%	22%	58%	26%
Cohort Comparison		-65%				
05	2022					
	2019	72%	59%	13%	56%	16%
Cohort Comparison		-84%				
06	2022					
	2019					
Cohort Comparison		-72%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

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	78%	65%	13%	62%	16%

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
Cohort Comparison		0%				
04	2022					
	2019	86%	67%	19%	64%	22%
Cohort Comparison		-78%				
05	2022					
	2019	83%	65%	18%	60%	23%
Cohort Comparison		-86%				
06	2022					
	2019	100%	60%	40%	55%	45%
Cohort Comparison		-83%				
07	2022					
	2019					
Cohort Comparison		-100%				
08	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					
	2019	66%	51%	15%	53%	13%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-66%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019					
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

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	49	51	44	59	67	62	18				
ELL	72	77	63	73	70	70	42	90			
ASN	77	81		93	81						
BLK	63	67		71	70	58					
HSP	84	76	58	79	69	66	63	96			
MUL	79	73		74	73						
WHT	81	73	63	82	75	69	51	91			
FRL	78	76	64	77	67	72	51	93			

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				

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
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
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				

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	74
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	78
Total Points Earned for the Federal Index	666
Total Components for the Federal Index	9
Percent Tested	99%

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%	0
English Language Learners	
Federal Index - English Language Learners	71
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	83
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	75
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	75
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	73
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	73
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

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

Overall, there was an increase in student proficiency in math and ELA schoolwide.
There was a significant increase in math scores and both ELA and math finished at 81% schoolwide proficiency.
Subgroups: SWD and Lowest 25% did not make the same rate of gains in ELA

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Looking at FSA our greatest need for improvement is with our SWD subgroup and 5th grade science.

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

In essence, we found that a lot of students still had social emotional needs from the last two-three years. Additionally, we worked very hard on our small group processes to ensure students were getting individualized interventions to continue to close the learning gap from COVID.

We will continue 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. With the addition of new staff members, this will require having more teachers trained in the interventions and intervention process.

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

Across multiple data points, ELA proficiency increased from 2021 to 2022. We saw an increase of 5% overall from 76% to 81%. 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. Additionally, our 3rd grade proficiency was at 86%.

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

As a district, we'd been implementing 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 oppportunities 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.

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.	Our area of focus this year 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 83% or higher of students are reading on-grade level by third grade. -Based on the FY22 FSA ELA testing, students in grades 3-7 were 81% proficient. This was an increase of 5% from the previous year. -With the time "out-of-school" due to Covid-19, it will still be an important to focus on this area for students who may still have learning gaps.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	When reviewing our end of year data, in June 2023, we want at a minimum, 83% of our current third grade students to be reading "on-grade" level as measured by the F.A.S.T. or another district approved tool.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	To monitor this area, our ELA data will come from multiple sources: iReady diagnostic data, district FSQs and USAs and state F.A.S.T testing (3xs year).
Person responsible for monitoring outcome:	Linden Codling (linden.codling@palmbeachschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	1. Small group differentiated instruction across all grade levels will occur on a daily basis. Instructional staff will be required to the follow the district guidelines for implementing iii and interventions. Evidence Based strategies being utilized in small groups will be SPIRE, LLI, and Voyager. We will follow the district's intervention decision tree and classroom data and teacher input to drive decision making.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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
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.

1. Create master schedules which will allow ESE and ESOL support staff to assist in providing students with additional small group instruction utilizing evidenced based programs such as Voyager, LLI and Spire.

Person Responsible	Linden Codling (linden.codling@palmbeachschools.org)

2. In addition to district provided PD, offer differentiated PD opportunities utilizing experts on campus to help train and coach new teachers in the intervention strategies.

Person Responsible
Linden Codling
(linden.codling@palmbeachschools.org)

3. Monitor small group instruction and data collection through classroom walk throughs and SBT process.

Person Responsible
Linden Codling
(linden.codling@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.

Our school integrates Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to all stakeholders. Our SWPBS Team has posted expectation posters throughout the school. 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.

School-wide Positive Behavior is used to encourage students' academic and behavioral success. To celebrate that success students receive certificates, individual reward tickets, and incentives. To highlight teachers' contributions to students' success, the School-wide Positive Behavior Team will provide incentives to teachers throughout the year for going above and beyond. Verde K-8 has weekly and monthly celebrations through SwPBS.

We also are implementing the mental health lessons mandated by the state of Florida utilizing the Suite360 lessons which are delivered to the students from their content-area teachers. Suite 360 is the curriculum that the school district selected to implement the five-hour state mandated instruction related to youth mental health and awareness. Students will also learn character development and key traits throughout the school year.

Monitoring of attendance, including late drop-offs and early pick-ups by our teachers, the councilors, and the SBT is key to building a positive culture. To address the issue, the school-based team currently meets to discuss truancy with students and families. When appropriate, attendance contracts are signed and/or a home visit is made.

In addition, as stipulated within Florida Statute & Policy 2.09 and in alignment to the District's Strategic plan our school ensures all students receive equal access to the pillars of Effective Instruction: Students immersed in rigorous tasks 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 Instruction applicable to appropriate grade levels including but not limited to:

(g) History of the Holocaust; the systematic, planned annihilation of European Jews and other groups by Nazi Germany. A watershed event in the history of humanity to taught in a manner that leads to an investigation of human behavior. An understanding of the ramifications of prejudice, racism, and stereotyping. An examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism. The second week in November, designated as "Holocaust Education Week" in this state in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust.

(h) History of African and African Americans including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.

(p) Study of Hispanics contributions standards prioritize listing Hispanics of accomplishment, which reflects the

standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of Hispanics to society.

(q) Study of Women's Contributions standards prioritize listing women of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of Women to society.

(t) Sacrifices of Veterans and the value of Medal of Honor recipients In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide. These integrated concepts introduced as stand-alone teaching points or into other core subjects: math, reading, social studies, science. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for all.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource Blender. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum.

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

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 implements multiple measures of analyzing school-wide data that drives the RTI/SBT process. Student assessments include but are not limited to district diagnostic assessments, F.A.S.T., iReady diagnostics, and ORR. In addition, the WIDA is used to assess ELL students' proficiency in the areas of speaking, listening, reading, and writing. Collaborative Planning (PLCs) then occur bi-week per grade level.

Grade level teachers meet with the administration to discuss and analyze data, modify instruction, and create standards based learning goals and outcomes. Student work and best practices are shared and analyzed. Grade levels meet for Common Planning weekly.

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

Principal: Promoting collaboration among staff members, with proper focus and leadership, creates
a positive environment in which teachers can share best practices that are responsive to student needs.
Thus, principals can positively influence their school culture with strategies that encourage collaboration.

School Counselor: Supports a positive culture and environment through lessons the lesson they teach that are unique and different from academic instruction. Through the small group interactions and experience for students, our counselor ensure students feel safe, welcome, and included.

Teachers: Incorporate SwPBS; a framework that brings together school communities to develop positive, safe,
supportive learning cultures. SWPBS assists schools to improve social, emotional, behavioral and academic outcomes for children and young people. to ensure all students have equitable and equal opportunity to learn in a positive environment. Tier 1: Universal Prevention (All) Tier 1 supports serve as the foundation for behavior and academics. Tier 2: Targeted Prevention (Some) support focuses on improving specific skill deficits students have. Tier 3: Intensive, Individualized Prevention (Few)