

# Verde Elementary School



2014-15 School Improvement Plan

## Verde Elementary School

6590 VERDE TRL, Boca Raton, FL 33433

[www.edline.net/pages/verde\\_elementary\\_school](http://www.edline.net/pages/verde_elementary_school)

### School Demographics

**School Type**  
Elementary

**Title I**  
No

**Free/Reduced Price Lunch**  
43%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
46%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	A

### School Board Approval

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

### SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

Verde Elementary 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 Elementary 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 Environment

##### Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Academically, our school infuses the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans
- National Holidays
- Art History

In addition, teachers embed cultural activities within curriculum and daily course work (e.g., reading selections, writing prompts).

Behaviorally, Verde recognizes and promotes differences amongst all students. Verde utilizes the school-wide positive behavior program to enhance the morale of the school. The school has a "S.P.A.R.K." committee consisting of teachers, staff and PTA which contributes to the success of the program. The S.P.A.R.K. updates and data are shared monthly at staff meetings. Data drives the updates of the committee and determines what areas need more consideration to develop the most positive environment.

Verde strives to recognize the successes of all students and staff, promoting a positive climate. Schoolwide events engage all stakeholder includes the SAC, the PTA and the aftercare program. The PTA is an extremely supportive organization that contributes to the positive climate of the school, while gathering the community to participate in school events.

The school encourages the sharing of short, effective strategies for actualizing Marzano's Design Question 8: Establishing and Maintaining Effective Relationships with Students.

Staff also attend District provided Professional Development on multicultural offerings; along with planning a multicultural day in May to be celebrated with students.

##### Describe how the school creates an environment where students feel safe and respected before, during and after school

Students feel safe and respected in all areas of the school in all settings throughout the day.

The school supports students in a variety of ways. Verde provides guidance in small group settings, individual meetings based on needs for each student, and as a class as well as to parents when



necessary.

The students participate in extra curricular activities which promote both academic and social growth. These activities are offered after school, through clubs and SACC. In addition, this year we are participating in "The Flying Classroom" project to promote world-wide knowledge as well as the STEM program.

The students articulate, demonstrate and follow the practices of our S.P.A.R.K. SwPBS program. Students are identified through the S.P.A.R.K. program for being Safe, Accountable, Respectful and Kind. They are monitored and rewarded for displaying these behaviors. These behaviors are expected to be followed on campus at all times and off campus too! The staff and students are able to communicate and reward the positive behaviors noticed and then determine appropriate ways to address the negative. The committee meets together monthly to enhance the program.

Administration provides professional development through the Marzano DQ Domain 4 to improve collegiality promoting a positive environment. In addition there are pre and post conferences between the administration and the teachers to determine and provide the most productive and supportive process of instruction.

**Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

The school has a well established and elaborate SwPBS program called S.P.A.R.K. The matrix of behavior expectations is taught to both the students and the families at pep rallies, assemblies and in the classroom.

The S.P.A.R.K.

SwPBS team reviews classroom data to ensure students are engaged while in class and during instructional time. It ensures differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity by displaying and discussing the learning goals and reviewing them at the end of each lesson.

The teachers and staff consistently make references to S.P.A.R.K. expectations when providing students with positive feedback and ways to enhance their S.P.A.R.K. behaviors. Students participate and give feedback and students are recognized in the class, and school-wide weekly on our Verde TV.

The guidance counselor has developed and implements a differentiated system of school counseling services with dedicated time for the core classroom guidance instruction on developing the Behavior Standards: Learning Strategies, Self-Management Skills, and Social Skills that contribute to student engagement leading to improved academic achievement resulting in college-career readiness.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

Verde ensures the social-emotional needs of all students are being met through a variety of services. The operational school based team meets weekly to discuss students with barriers to academic and social success; Mentors assigned to students identified with concerns; Teachers have a student buddy to Check and Connect because they are in need of positive adult interactions and positive feedback throughout the school day. The school has agencies who have Cooperative Agreements are on campus.

In addition, Verde engages with identified staff (i.e. school counselor, school-based team leader, ESE and ESOL) to provide a differentiated delivery of services based on student/school need. Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). Utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.

### Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

#### Describe the school's early warning system and provide a list of the early warning indicators used in the system

Verde uses both SAGES and EDW to identify student absences, behavioral and academic concerns. The students that have missed 10 days of school are identified and a contact is made with families. Then, after 15 days the family is requested to meet with the administration to determine a course of action that will help the families benefit by getting their children to school. Teachers are involved in the decision making process, contacting parents and the determined plan of action. Suspensions are not a large issue at Verde but when it is a recurring situation, each student situation is dealt with specifically. Students referred to School Based Team are assessed to determine if the academic process is hindered by their attendance or the behaviors. A level one student is identified through the EDW for both state and county standardized assessments in both Math and Language Arts.

#### Provide the following data related to the school's early warning system

*The number of students by grade level that exhibit each early warning indicator:*

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	0	13	19	7	11	9	59
One or more suspensions	1	1	0	0	1	0	3
Course failure in ELA or Math	18	30	28	0	3	3	82
Level 1 on statewide assessment	0	0	0	20	18	16	54

*The number of students identified by the system as exhibiting two or more early warning indicators:*

Indicator	Grade Level					Total
	K	1	2	4	5	
Students exhibiting two or more indicators	5	6	9	6	4	30

#### Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Students are identified from the data collected from the EDW reports. This data then determines the students that would receive iii, SAI, tutorials, LLI, Foundations, Wilson and other services. Parents are notified and sign a Progress Monitoring Plan throughout this process. Students are then brought to the School Based Team to start the Response to Intervention Process. This occurs for all students in the school regardless of the amount of their early warning indicators. After going through the Tiers at each level, students may then be brought to the Child Study Team.

### Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

### Will the school use its PIP to satisfy this question?

No

#### **PIP Link**

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

#### **Description**

Verde solicits feedback from parents regarding their comfort level in contacting teachers and administrators with questions or problems through the PTA. During Open House, curriculum night, family nights and Verde nights out we ensure non-threatening methods of introducing parents to teachers and administrators;

Verde staff offers interactive tutorials to parents who are unfamiliar with EdLine and other forms of educational technology.

Verde communicate classroom and school news to parents through newsletters, call outs and Edline. Verde offers Professional Development for beginning teachers with many Verde essentials. These meetings include effective strategies for conducting supportive and effective parent phone calls and face-to-face meetings as well as documenting everything effectively.

Verde always sends positive notes, letters and phone calls home.

Verde has dedicated time to develop, implement and evaluate parent meetings/workshops on topics such as developing school success skills, building a college-going culture through the Eight Components of College and Career Readiness (aspirations, academic planning, enrichment and extracurricular engagement, college and career exploration and selection, college and career assessments, affordability planning, admissions and transitions into postsecondary), and developing growth mindsets in children.

85% of our parent population will attend Curriculum Night and Literacy Night.

90% of the parents of ELL will attend the PLC meeting

90% of the parents of SWD will attend their annual IEP meeting

100% of the parents of students performing below grade level will attend at least one parent conference

### **Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Verde has many business relationships within the community. The support of these local businesses are recruited and maintained by SAC and administration. They are an on-going support system by providing financial assistance with school programs that enhance the students academic curriculum, therefore improving student achievement.

### **Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

#### **School Leadership Team**

##### **Membership**

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Moldovan, Seth	Principal
Saltzman, Robyn	Assistant Principal
Widry, Larissa	SAC Member
Beck, Blair	Teacher, K-12
Boneparth, Ellen	Teacher, ESE
Calcagno, Toni	Teacher, K-12
DiSalvo, Renee	Teacher, K-12
King, Gina	Teacher, K-12
Lombardo, Annie	Teacher, K-12
McElroy, Emily	Instructional Media
Penasso, Nicole	SAC Member
seda, jodi	Teacher, K-12
Stansell, Christina	Teacher, K-12
Thomas, Robin	Guidance Counselor

### Duties

***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

The School-Based Team (SBT), spearheaded by our guidance counselor, serves to coordinate the functions of RtI, ESE, 504, ESOL, and SAI. The team meets three times a month. Now, with four years under our belt, the RtI process of tiered instruction is functioning smoothly. Meetings are determined in response to the needs of the students and their teachers. The RtI Leadership Team is a problem solving group that has a focus of assisting teachers with student's deficit areas and with helping students overcome those deficits. In particular, students who score at Level 1 or Level 2 in the District's Diagnostic Test (DDT) or who score at Level 1 or Level 2 on the prior year's FCAT will be reviewed as necessary. Additionally, any teacher who identifies a student's performance as below grade-level as well as our lowest 25% of students will initiate the RtI process for those students. The School Advisory Council will include many of the members of the RtI Leadership Team, their participation in the School Improvement Process is implicit. They will participate in the crafting of the strategies such that the instructional needs of the students and the Professional Development needs of the faculty and staff are included in the School Improvement Plan.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

Verde Elementary School uses a continuous improvement model for implementing and monitoring student achievement in core instruction. Formal and informal assessments are given, reviewed, and used to determine additional instructional needs. The teachers are supported through professional development during learning team meetings and common planning times. Small group and individual student's needs are addressed and remediation and enrichment occur based on data sources collected.

Our school integrates Single School Culture by sharing Universal Guidelines For Success, following

our behavioral matrix and teaching expected behaviors, communicating with parents, and monitoring SwPBS. We update our action plans during our SwPBS meetings and then share the plans during our Faculty Meetings and Parent conferences.. We instill an appreciation for multicultural diversity through our guidance program, structured lessons, and implementation of SwPBS programs. We have daily, weekly and monthly incentives such as SPARK tickets for students who exhibit positive behavior. We also recognize students and classes for their positive behavior throughout our campus on our morning video announcements. Our parents are invited to attend our Single School Culture school-wide meetings twice a year. At this meeting we keep parents abreast of our SwPBS action plan.

### School Advisory Council (SAC)

#### Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Larissa Widry	Teacher
Seth Moldovan	Principal
Robyn Saltzman	Principal
Brooke Schonfeld	Parent
Mario Basilone	Business/Community
Linda Weiss-Rose	Business/Community
Janet Zoccolillo	Teacher
Nicole Penasso	Teacher
Tracy Haughton	Education Support Employee
Martha Ruiz	Parent
Diane Treiper	Parent
Alyson Baugh	Parent
Sandra Santese	Parent

#### Duties

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

*Evaluation of last year's school improvement plan*

The School Advisory Council assisted in determining the effectiveness of the School Improvement Plan. They reviewed and determined which parts were effective and where changes are necessary for the upcoming school year.

*Development of this school improvement plan*

The School Advisory Council assists in determining the strengths and weaknesses of the school. They contribute, and approve of, any decisions which are made to the betterment of the school through the SIP.

*Preparation of the school's annual budget and plan*

The SAC does not receive funding through the annual school budget.

**Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

A leveled Literacy Intervention kit was purchased with SIP funds last school year. This program helps to assist students below grade level in Reading in our second, third, and fourth grades.

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Beck, Blair	Teacher, K-12
Calcagno, Toni	Teacher, K-12
Boneparth, Ellen	Teacher, ESE
DiSalvo, Renee	Teacher, K-12
King, Gina	Teacher, K-12
Lombardo, Annie	Teacher, K-12
McElroy, Emily	Instructional Media
Moldovan, Seth	Principal
Saltzman, Robyn	Assistant Principal
Penasso, Nicole	Teacher, K-12
seda, jodi	Teacher, K-12
Stansell, Christina	Teacher, K-12
Thomas, Robin	Guidance Counselor
Widry, Larissa	SAC Member

**Duties**

**Describe how the LLT promotes literacy within the school**

1. Target our lowest 25%: Researching research based interventions for different areas of weakness and ensuring PD on using interventions that match student deficits.
2. Oversee the progress of building and leveling classroom libraries to ensure that students have a variety of books to choose from that match their text levels and interests as well as books that have the right complexity levels.
3. Planning a comprehensive Family Literacy Night.
4. Continuing the implementation of the K-5 Reading adoption including fidelity of the 90 minute block, problem solving barriers and providing support to teachers in the implementation.
5. Full Implementation of the New Florida State Standards in K-5.
6. Determines best practices for aligning the new standards based report card.

**Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).



**Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

The staff at Verde uses Learning Team Meetings to promote a positive working environment. Relationships are built during team planning meetings where teachers collaborate for best practices for instruction. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

**Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

Our school supports our staff through our School-Wide Positive Behavior Support Plan. Staff are recognized monthly by their peers and administration. Successes are celebrated throughout the year at Faculty Meetings, Professional Development Days, and staff-wide gatherings. Staff is also recognized through emails highlighting their accomplishments to be shared with other staff members. A weekly newsletter is also distributed through email to support a positive environment.

**Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

The first year teachers participate in the ESP program created by the district. The brand-new teachers have an assigned mentor who assists by guiding and coaching the new teachers as needed. In addition, our new to Verde to teachers, those who have taught prior, and our first year teachers participate in a monthly club to assimilate to Verde's school culture and monitor any questions or concerns that have come to fruition.

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

Verde creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

#### Instructional Strategies

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

Verde uses the RtI process, the use of tutorials, the use of intensive reading, and small group instruction.

The school ensures every teacher contributes to literacy improvement of every student by:

- Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs

- Creating a schedule with an uninterrupted 90 minute reading block
- Creating a schedule with an uninterrupted 45-60 minute writing block
- Providing iii instruction based on student needs
- Providing instruction aligned with the Language Arts Florida Standards for their grade level
- Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
- Administering assessments which measure instructed standards
- Monitoring progress at the class and grade level during Learning Team Meetings
- Conducting data chats with students
- Creating units of study based on current data
- Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
- Students self-selecting texts based on RRR levels
- Students receiving push-in/pull out services for ESE/ELL
- Providing LLI (Leveled Literacy Intervention) instruction
- Providing Process and Strategy charts for reminders of teaching

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** After School Program

**Minutes added to school year:** 10,000

Students in Grades (3-5) will be provided with an opportunity to attend our after-school tutorial in the areas of Reading and Math. Students will be identified based on their needs according to our diagnostic tests, teacher observations, and classroom assessments. Teachers will provide instruction using Curriculum Associates instructional materials based on Florida Standards. In addition, students will be provided LLI support during the afterschool program as well as the after-school tutorial program.

### ***Strategy Rationale***

The students that are chosen to participate in these programs are strategically chosen based on data and the need for small group instruction and remediation. They are instructed at their individual level.

### ***Strategy Purpose(s)***

- Core Academic Instruction
- Teacher collaboration, planning and professional development

### ***Person(s) responsible for monitoring implementation of the strategy***

Moldovan, Seth, seth.moldovan@palmbeachschools.org

### ***Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy***

Data is pulled through the Performance Matters results and the EDW reports. We will use Fall Diagnostic results mid-way through the program and we will also use FY15 FSA results as our final evaluation of the program. In addition, we will add the LLI RRR level performance as a measure of growth.

## **Student Transition and Readiness**

### **PreK-12 Transition**



The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

***Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another***

Each year, Verde Elementary School holds a Kindergarten "Round-Up" in the Spring to welcome incoming kindergarten students and families. At this meeting, we share important information about our school and what families can do to help their child prepare for the transition for the upcoming school year. In addition, we bring our 5th grade students to visit their upcoming middle school at the end of the school year.

Also, all members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

### **College and Career Readiness**

***Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations***

Several initiatives and programs have been established to foster a college-going culture and to support and assist administrators, teachers, students and families as they work toward achieving college readiness for all students. Some of these initiatives within Single School Culture © Initiatives include:

- Students participate in the STEM program.
- Students participate in "The Flying Classroom."
- Teachers participate in grant programs that give students the opportunity to participate in the global programs.

***Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs***

The students participate in STEM but at this level do not get certifications.

***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

The STEM program contributes to the efforts to improve student achievement. In additions students are exposed to a variety of technology including interactive white boards, using IPADs and utilizing Nooks in various environments.

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

NA

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Based on the 2015 FSA English Language Arts, 80% of the total student population will be proficient in English Language Arts. This would be an increase of 2 percentage points.
  
- G2.** Based on the 2015 Science NGSS Assessment, 78% of the total student population will achieve proficiency in Science. This would be an increase of 4% percent.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1.** Based on the 2015 FSA English Language Arts, 80% of the total student population will be proficient in English Language Arts. This would be an increase of 2 percentage points. 1a

G039327

**Targets Supported** 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	80.0
ELA/Reading Gains	81.0
ELA/Reading Lowest 25% Gains	85.0

**Resources Available to Support the Goal** 2

- Resources will include: 1) Florida Standard Resources-(websites, videos, rigorous text) 2) Units of Study Reading and Writing guides 3) Mentor texts 4) Reader's Notebooks 5) Extensive classroom libraries for independent reading 6) Words Their Way resources 7) Foundations Kits 8) LLI intervention 9) Early Literacy Assessments

**Targeted Barriers to Achieving the Goal** 3

- Lack of fidelity in implementing the new Florida Standards and literacy adoption by instructional staff.
- The Reading instruction in the years prior was unable to assist the students to reach proficiency.
- Lack of material resources
- Lack of time for focused Professional Development

**Plan to Monitor Progress Toward G1.** 8

Student data and classroom walkthrough data: RRR's, Diagnostic data, LLI data and other classroom assessments Marzano evaluation tool

**Person Responsible**

Seth Moldovan

**Schedule**

Monthly, from 8/25/2014 to 6/4/2015

**Evidence of Completion**

Student achievement goal is met

**G2.** Based on the 2015 Science NGSS Assessment, 78% of the total student population will achieve proficiency in Science. This would be an increase of 4% percent. 1a

G039328

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	78.0

**Resources Available to Support the Goal** 2

- Learning Village, District provided Professional Development, and The Flying Classroom blackboard lessons aligned to the standards.

**Targeted Barriers to Achieving the Goal** 3

- Lack of exposure to Science content in all grade levels.

**Plan to Monitor Progress Toward G2.** 8

Student data and classroom walkthrough data

**Person Responsible**

Seth Moldovan

**Schedule**

Monthly, from 9/22/2014 to 6/4/2015

**Evidence of Completion**

Student Achievement Data

## Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** Based on the 2015 FSA English Language Arts, 80% of the total student population will be proficient in English Language Arts. This would be an increase of 2 percentage points. **1**

 G039327

**G1.B1** Lack of fidelity in implementing the new Florida Standards and literacy adoption by instructional staff.

**2**

 B094721

**G1.B1.S1** Administrators will create an extensive classroom observation schedule including pre and post feedback to teachers **4**

 S105772

### Strategy Rationale

#### Action Step 1 **5**

Administrators will complete daily informal and formal walk through and observations based on an extensive observation schedule and provide feedback on implementation of the Florida Standards and intervention instruction through pre and post conferences

#### Person Responsible

Seth Moldovan

#### Schedule

Weekly, from 8/18/2014 to 6/4/2015

#### Evidence of Completion

Documentation of observations and feedback conferences

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Weekly leadership meetings to review the completion of schedules, observations and conferences

**Person Responsible**

Seth Moldovan

**Schedule**

Weekly, from 8/25/2014 to 6/5/2015

***Evidence of Completion***

Minutes at each Leadership meeting

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Walk through data will be reviewed to determine improvements in effective implementation of Florida Standards and intensive intervention instruction.

**Person Responsible**

Seth Moldovan


**Schedule**

On 6/4/2015

***Evidence of Completion***

Walk through data and student achievement

**G1.B1.S2** Extensive Professional development on implementing the Florida standards through the current literacy program and intensive intervention instruction will occur at all grade levels. 4

 S105773

### Strategy Rationale

#### Action Step 1 5

Units of Study training for English Language Arts

##### **Person Responsible**

Robyn Saltzman

##### **Schedule**

Monthly, from 9/2/2014 to 5/4/2015

##### **Evidence of Completion**

Agendas, sign-in sheets, and shared resources in common planning

#### Action Step 2 5

Leveled Literacy Intervention training

##### **Person Responsible**

Robyn Saltzman

##### **Schedule**

Monthly, from 7/1/2014 to 6/4/2015

##### **Evidence of Completion**

Agendas and sign in sheets

#### Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Agendas and sign-in will be monitored for teacher attendance after each session and minutes will be reviewed

##### **Person Responsible**

Robyn Saltzman

##### **Schedule**

Monthly, from 9/2/2014 to 6/4/2015

##### **Evidence of Completion**

Agendas, sign-in-sheets, minutes

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2** 7

Classroom walk-throughs, RRR, Diagnostic Data, Reader's Response journals, student work samples, classroom assessments, and LLI data

**Person Responsible**

Robyn Saltzman


**Schedule**

Biweekly, from 8/25/2014 to 6/4/2015


**Evidence of Completion**

data collection tools (Marzano observations) and conference notes

**G1.B2** The Reading instruction in the years prior was unable to assist the students to reach proficiency. 2

 B094722

**G1.B2.S1** The students not performing at a level 3 in Reading from the FY14 FCAT or the Fall FSA Diagnostics and the lowest 25% of students in ELA will attend an afterschool tutorial program. 4

 S105774

**Strategy Rationale**

Provide additional support for struggling students.

**Action Step 1** 5

An afterschool tutorial program will be created to address student needs in English Language Arts.

**Person Responsible**

Robyn Saltzman

**Schedule**

Weekly, from 1/19/2015 to 3/13/2015

**Evidence of Completion**

Student data will be reflected in their Winter Diagnostic scores and FCAT 2.0



**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

Teachers will use researched based materials to instruct and monitor implementation in each tutorial group and LLI groups.

**Person Responsible**

**Schedule**

Weekly, from 1/19/2015 to 3/23/2015

***Evidence of Completion***

student participation through weekly attendance

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

Student data will be collected through EDW reports and Performance Matters.

**Person Responsible**

Robyn Saltzman


**Schedule**

Weekly, from 1/19/2015 to 3/23/2015

***Evidence of Completion***

Student growth and achievement levels

**G1.B3** Lack of material resources **2**

 B110181

**G1.B3.S1** Materials will be purchased to enhance our current literacy program. **4**

 S122137

**Strategy Rationale**

Not all classrooms have the necessary materials to effectively support individual student needs.

**Action Step 1** **5**

Purchase additional classroom libraries and LLI kits

**Person Responsible**

Seth Moldovan

**Schedule**

Quarterly, from 7/1/2014 to 6/4/2015

***Evidence of Completion***

**Plan to Monitor Fidelity of Implementation of G1.B3.S1** **6**

Classroom walkthroughs where books are being used for independent reading and LLI instructional services.

**Person Responsible**

Seth Moldovan

**Schedule**

Weekly, from 8/25/2014 to 5/8/2015

***Evidence of Completion***

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1** 7

RRR data, LLI data, and FSA diagnostic testing from EDW and Performance Matters data.

**Person Responsible**

Seth Moldovan


**Schedule**

Biweekly, from 8/25/2014 to 6/4/2015

**Evidence of Completion**

Student Reports which show growth in student achievement.

**G1.B4** Lack of time for focused Professional Development 2

 B110182

**G1.B4.S1** Provide additional time for focused Professional Development on-campus. 4

 S122151

**Strategy Rationale**

To improve teacher instruction in English Language Arts.

**Action Step 1** 5

District English Language Arts specialists will train all ELA teachers.

**Person Responsible**

Robyn Saltzman

**Schedule**

Monthly, from 9/2/2014 to 5/29/2015

**Evidence of Completion**

Teachers will meet and have professional development training to directly implement with their students.

**Plan to Monitor Fidelity of Implementation of G1.B4.S1** 6

Classroom walk-throughs and teacher observation of implementation

**Person Responsible**

Robyn Saltzman

**Schedule**

Weekly, from 8/25/2014 to 6/4/2015

***Evidence of Completion***

Teachers will be using the professional development strategies directly with their students.

**Plan to Monitor Effectiveness of Implementation of G1.B4.S1** 7

Teachers will use the professional development experience to improve instruction

**Person Responsible**

Robyn Saltzman


**Schedule**

Monthly, from 8/25/2014 to 6/4/2015


***Evidence of Completion***

Teachers will share results of Professional Development using the data chats with their individual student results.


**G2.** Based on the 2015 Science NGSS Assessment, 78% of the total student population will achieve proficiency in Science. This would be an increase of 4% percent. **1**

 G039328

**G2.B1** Lack of exposure to Science content in all grade levels. **2**

 B094723

**G2.B1.S1** Students and staff will be exposed to real-world application of Science through STEM activities. **4**

 S105775

### **Strategy Rationale**

Students success with Science starts with interest. When students are engaged, their performance should increase.

### **Action Step 1** **5**

Staff will receive in-house professional development training, and exposure to, the resources associated with The Flying Classroom.

#### **Person Responsible**

Seth Moldovan

#### **Schedule**

On 9/18/2014

#### **Evidence of Completion**

Documentation of Professional Development and attendance sheets.

### **Plan to Monitor Fidelity of Implementation of G2.B1.S1** **6**

Weekly visits to classroom during the Science block.

#### **Person Responsible**

Seth Moldovan

#### **Schedule**

Weekly, from 9/22/2014 to 6/4/2015

#### **Evidence of Completion**

Walk-through data and feedback shared with staff.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

Data from Science Unit Tests at each grade level and 5th grade Assessment in April.

**Person Responsible**

Seth Moldovan

**Schedule**

Monthly, from 9/29/2014 to 6/4/2015

**Evidence of Completion**

Unit test data in Science.

**G2.B1.S2** Students will take part in afterschool activities focusing on Science. 4

 S122212

**Strategy Rationale**

Expose students to Science activities outside of the school day.

**Action Step 1** 5

Students will be part of our Science Club in aftercare and Science Olympia.

**Person Responsible**

Seth Moldovan

**Schedule**

Daily, from 10/6/2014 to 5/25/2015

**Evidence of Completion**

sign-in sheets, lesson plans, and student projects

**Plan to Monitor Fidelity of Implementation of G2.B1.S2 6**

Student attendance, Performance Matters results, and diagnostic data from Science standards covered

**Person Responsible**

Seth Moldovan

**Schedule**

Monthly, from 10/6/2014 to 6/4/2015

**Evidence of Completion**

Data , observations, lesson plans, and projects

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7**

School-wide performance on Science assessments and NGSS Science Assessment in fifth grade

**Person Responsible**

Gina King

**Schedule**

Monthly, from 10/6/2014 to 6/4/2015

**Evidence of Completion**

Test Results showing student academic growth.

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Administrators will complete daily informal and formal walk through and observations based on an extensive observation schedule and provide feedback on implementation of the Florida Standards and intervention instruction through pre and post conferences	Moldovan, Seth	8/18/2014	Documentation of observations and feedback conferences	6/4/2015 weekly
G1.B1.S2.A1	Units of Study training for English Language Arts	Saltzman, Robyn	9/2/2014	Agendas, sign-in sheets, and shared resources in common planning	5/4/2015 monthly
G1.B2.S1.A1	An afterschool tutorial program will be created to address student needs in English Language Arts.	Saltzman, Robyn	1/19/2015	Student data will be reflected in their Winter Diagnostic scores and FCAT 2.0	3/13/2015 weekly
G2.B1.S1.A1	Staff will receive in-house professional development training, and exposure to,	Moldovan, Seth	9/18/2014	Documentation of Professional Development and attendance sheets.	9/18/2014 one-time

**Palm Beach - 1661 - Verde Elementary School - 2014-15 SIP**  
Verde Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	the resources associated with The Flying Classroom.				
G1.B3.S1.A1	Purchase additional classroom libraries and LLI kits	Moldovan, Seth	7/1/2014		6/4/2015 quarterly
G1.B4.S1.A1	District English Language Arts specialists will train all ELA teachers.	Saltzman, Robyn	9/2/2014	Teachers will meet and have professional development training to directly implement with their students.	5/29/2015 monthly
G2.B1.S2.A1	Students will be part of our Science Club in aftercare and Science Olympia.	Moldovan, Seth	10/6/2014	sign-in sheets, lesson plans, and student projects	5/25/2015 daily
G1.B1.S2.A2	Leveled Literacy Intervention training	Saltzman, Robyn	7/1/2014	Agendas and sign in sheets	6/4/2015 monthly
G1.MA1	Student data and classroom walkthrough data: RRR's, Diagnostic data, LLI data and other classroom assessments Marzano evaluation tool	Moldovan, Seth	8/25/2014	Student achievement goal is met	6/4/2015 monthly
G1.B1.S1.MA1	Walk through data will be reviewed to determine improvements in effective implementation of Florida Standards and intensive intervention instruction.	Moldovan, Seth	8/25/2014	Walk through data and student achievement	6/4/2015 one-time
G1.B1.S1.MA1	Weekly leadership meetings to review the completion of schedules, observations and conferences	Moldovan, Seth	8/25/2014	Minutes at each Leadership meeting	6/5/2015 weekly
G1.B2.S1.MA1	Student data will be collected through EDW reports and Performance Matters.	Saltzman, Robyn	1/19/2015	Student growth and achievement levels	3/23/2015 weekly
G1.B2.S1.MA1	Teachers will use researched based materials to instruct and monitor implementation in each tutorial group and LLI groups.		1/19/2015	student participation through weekly attendance	3/23/2015 weekly
G1.B3.S1.MA1	RRR data, LLI data, and FSA diagnostic testing from EDW and Performance Matters data.	Moldovan, Seth	8/25/2014	Student Reports which show growth in student achievement.	6/4/2015 biweekly
G1.B3.S1.MA1	Classroom walkthroughs where books are being used for independent reading and LLI instructional services.	Moldovan, Seth	8/25/2014		5/8/2015 weekly
G1.B4.S1.MA1	Teachers will use the professional development experience to improve instruction	Saltzman, Robyn	8/25/2014	Teachers will share results of Professional Development using the data chats with their individual student results.	6/4/2015 monthly
G1.B4.S1.MA1	Classroom walk-throughs and teacher observation of implementation	Saltzman, Robyn	8/25/2014	Teachers will be using the professional development strategies directly with their students.	6/4/2015 weekly
G1.B1.S2.MA1	Classroom walk-throughs, RRR, Diagnostic Data, Reader's Response journals, student work samples, classroom assessments, and LLI data	Saltzman, Robyn	8/25/2014	data collection tools (Marzano observations) and conference notes	6/4/2015 biweekly
G1.B1.S2.MA1	Agendas and sign-in will be monitored for teacher attendance after each session and minutes will be reviewed	Saltzman, Robyn	9/2/2014	Agendas, sign-in-sheets, minutes	6/4/2015 monthly
G2.MA1	Student data and classroom walkthrough data	Moldovan, Seth	9/22/2014	Student Achievement Data	6/4/2015 monthly
G2.B1.S1.MA1	Data from Science Unit Tests at each grade level and 5th grade Assessment in April.	Moldovan, Seth	9/29/2014	Unit test data in Science.	6/4/2015 monthly
G2.B1.S1.MA1	Weekly visits to classroom during the Science block.	Moldovan, Seth	9/22/2014	Walk-through data and feedback shared with staff.	6/4/2015 weekly
G2.B1.S2.MA1	School-wide performance on Science assessments and NGSS Science Assessment in fifth grade	King, Gina	10/6/2014	Test Results showing student academic growth.	6/4/2015 monthly



Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S2.MA1	Student attendance, Performance Matters results, and diagnostic data from Science standards covered	Moldovan, Seth	10/6/2014	Data , observations, lesson plans, and projects	6/4/2015 monthly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** Based on the 2015 FSA English Language Arts, 80% of the total student population will be proficient in English Language Arts. This would be an increase of 2 percentage points.

**G1.B1** Lack of fidelity in implementing the new Florida Standards and literacy adoption by instructional staff.

**G1.B1.S1** Administrators will create an extensive classroom observation schedule including pre and post feedback to teachers

### PD Opportunity 1

Administrators will complete daily informal and formal walk through and observations based on an extensive observation schedule and provide feedback on implementation of the Florida Standards and intervention instruction through pre and post conferences

#### Facilitator

District Reading Leadership Team and Administration

#### Participants

all instructional teachers

#### Schedule

Weekly, from 8/18/2014 to 6/4/2015

**G1.B1.S2** Extensive Professional development on implementing the Florida standards through the current literacy program and intensive intervention instruction will occur at all grade levels.

### PD Opportunity 1

Units of Study training for English Language Arts

#### Facilitator

District Support Staff (Melissa and Linda)

#### Participants

Lombardo, Matchniff, Domingos, Sturm, McCord, and Dowdell

#### Schedule

Monthly, from 9/2/2014 to 5/4/2015

## PD Opportunity 2

Leveled Literacy Intervention training

### Facilitator

District Staff (Kristin R.)

### Participants

Braverman, Widry, DiSalvo, Phillips, Modesto, Frazier, Stansell, and Choy

### Schedule

Monthly, from 7/1/2014 to 6/4/2015

## G1.B4 Lack of time for focused Professional Development

G1.B4.S1 Provide additional time for focused Professional Development on-campus.

## PD Opportunity 1

District English Language Arts specialists will train all ELA teachers.

### Facilitator

South Area Reading Specialists

### Participants

all K-5 teachers

### Schedule

Monthly, from 9/2/2014 to 5/29/2015

**G2.** Based on the 2015 Science NGSS Assessment, 78% of the total student population will achieve proficiency in Science. This would be an increase of 4% percent.

**G2.B1** Lack of exposure to Science content in all grade levels.

**G2.B1.S1** Students and staff will be exposed to real-world application of Science through STEM activities.

### **PD Opportunity 1**

Staff will receive in-house professional development training, and exposure to, the resources associated with The Flying Classroom.

#### **Facilitator**

Staff from The Flying Classroom.

#### **Participants**

All instructional Staff (K-5)

#### **Schedule**

On 9/18/2014

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> Based on the 2015 FSA English Language Arts, 80% of the total student population will be proficient in English Language Arts. This would be an increase of 2 percentage points.	23,500
<b>Goal 2:</b> Based on the 2015 Science NGSS Assessment, 78% of the total student population will achieve proficiency in Science. This would be an increase of 4% percent.	4,999
<b>Grand Total</b>	<b>28,499</b>

### Goal 1: Based on the 2015 FSA English Language Arts, 80% of the total student population will be proficient in English Language Arts. This would be an increase of 2 percentage points.

Description	Source	Total
<b>B3.S1.A1</b> - PTA support for Scholastic Libraries	Other	3,000
<b>B3.S1.A1</b> - LLI Kit	School Improvement Funds	3,500
<b>B3.S1.A1</b> - SACC funds for LLI Kits	Other	7,000
<b>B3.S1.A1</b> - SACC funds for Classroom Carpets	Other	10,000
<b>Total Goal 1</b>		<b>23,500</b>

### Goal 2: Based on the 2015 Science NGSS Assessment, 78% of the total student population will achieve proficiency in Science. This would be an increase of 4% percent.

Description	Source	Total
<b>B1.S1.A1</b> - Administrative Funds	Other	799
<b>B1.S2.A1</b> - PTA funding for The Flying Classroom licenses	Other	4,200
<b>Total Goal 2</b>		<b>4,999</b>