

Binks Forest Elementary School

15101 BENT CREEK RD, Wellington, FL 33414

<https://bkfe.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	No	28%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	41%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	A*	A

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/8/2017.

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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Binks Forest Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Binks Forest Elementary prepares students with higher order thinking skills, responsible decision making and problem solving skills necessary to perform on or above grade level. Our school will foster a respect for diversity, and the character traits necessary to succeed in elementary school and beyond.

b. Provide the school's vision statement.

The school community of Binks Forest Elementary will educate young minds for the challenges of tomorrow.

2. School Environment

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

At Binks Forest the students are provided with ways to meet their cultural diversification and to build relationships through My Mentor and Me program, which includes the pairing of teacher and students meeting regularly for breakfast, communication and fun craft projects. The different grade levels participate in cultural projects with novel studies, school-wide presentations and celebrations. Additionally, guest authors and speakers present school wide cultural insights to the diverse cultures in the school (such as: Holidays Around the World, Trip to Japan, Immigration program, and our Pow Wow.). Our school will infuse 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, and Sacrifices of Veterans. One of the activities that is done for Holocaust studies is to have a Holocaust survivor visit the school and share their personal testimony with the students. Teachers also read books and share websites that tell the story of the Holocaust. Students in all grades read books that reflect the theme of acceptance. Students in 4th and 5th grade read novels and biographies about the Holocaust. 5th graders learn about the history of the Holocaust in Guidance class. Safety Patrols will visit the United States Holocaust Memorial Museum. The school celebrates Black History Month by recognizing and researching achievements and contributions made by Africans and African Americans. Various school-wide celebrations such as Red Ribbon Week include a focus on the contributions of Hispanic Americans. For women's contributions, various historical figures are studied in the classroom setting and shared school-wide on the morning news. Veterans are celebrated by showing the importance of Florida's contributions to the success of America in the wars that were fought and the American veterans that made sacrifices to maintain our way of life.

Additional content required for instruction by Florida Statute 1003.42(2), as applicable to appropriate grade levels, include:

- Declaration of Independence
- Constitution of the United States and the Bill of Rights
- Flag education
- Civil government: functions and interrelationships
- History of the United States
- Kindness to animals
- Florida history
- Conservation of natural resources

- Health education
- Character-development program with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

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

The Pillars of Effective Instruction lead our practices in providing all of our students with opportunities that will support their academic success. All students are:

- Collaborating in a student-centered, personalized environment: Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential.
- Empowered and supported through high expectations to be college and career ready: Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community.

Student involvement in the academic processes is key. Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

Our school establishes a single school culture which creates a warm environment where students feel safe and respected. The school provides a safe entrance into the campus by offering morning supervision through non-instructional and instructional staff members, parent volunteers and safety patrols. As students arrive they are acknowledged with a friendly smile and a positive attitude. Additionally, the children practice safety procedures, which include code drills for all types of emergencies, that are reinforced in the classroom through direct instruction. Safe travel is established by a school wide buddy system which is in place throughout the day. School safety patrols remain visible before, during and after school. Dismissal procedures include classroom teachers escorting students to their designated dismissal areas; school personnel supervises departures and are stationed throughout the school grounds to provide a safe environment. The safety procedures are used throughout the extended day. In order to gain access into the building, visitors must be buzzed in. They then need to be admitted electronically and wear a computer generated name tag which includes their name and destination. Volunteers or any visitors on campus are required to present a valid drivers license and be cleared in the "Raptor" computer system before given entry. Students are taught universal expectations school-wide. These are reviewed throughout the year. The review is done in the classroom, in fine arts, on the morning news, and in school-wide assemblies. There is a system in place for any issues with bullying or harassment. Students may talk to their teacher or another trusted adult. They may also place a note in the School Counselor's mailbox. Other options include leaving a note in the Bully Drop Box or utilizing the school-wide Bully Hotline. The School Counselor checks the Bully Drop Box and Bully Hotline daily. Issues are dealt with in line with the district's guidelines.

Other things we are looking to include:

Select a method/variety of methods that faculty members will use in the first days of school to set a positive tone and clarify the values that will guide interpersonal interaction between students and between the teacher and students. Provide and demonstrate to faculty members simple strategies for gaining information about students' cultures. Attend District provided Professional Development on multicultural offerings; Embed cultural activities within curriculum and daily course work.

c. 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.

Extensive professional development has been provided on the School-wide Positive Behavior Support System (SwPBSS) which minimizes distractions of students by implementing the Binks Way, classroom management systems, and school wide expectations. Navigation procedures in common areas and fine arts departments are posted throughout the school to ensure safe passage for all and clear understanding of student behavioral objectives. The school follows the district Code of Student Conduct, utilizes district standardized discipline forms and positive behavioral expectations. Through our single school culture for academics, children are respected as they respond to academic endeavors through higher order thinking skills, hands on experiences which increases student engagement and academic focus. The School Counselor provides core social-emotional curriculum, supplemental data driven small group counseling, and brief individual conferencing. We implement Universal Guidelines and behavior matrix taught throughout the year to ensure students are aware of school expectations.

We ensure teachers are trained in Classroom management strategies.

d. 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.

Binks Forest Elementary ensures the social-emotional needs of all students by providing many school wide programs to support our students. The school provides a mentoring program to support the students socially, emotionally and academically. Proud Owl awards celebrate positive character traits monthly; students are recognized during the morning news for exhibiting those characteristics. We supply school uniforms, school supplies, holiday food and gifts for those students in need. Students' success increases with social skills groups, free breakfast, Binks Forest Elementary Spirit Nights and our meet the teacher opportunities. Parenting workshops and parenting book discussions are provided through the school counselor for Binks Forest parents and the community. During Red Ribbon Week our school focuses on ways to say no to drugs, provide positive role models to follow and sets high aspirations for the students to work toward. Our School-Based Team meets regularly with parents and teachers to support the data driven academic needs of children along with addressing any behavioral or social problems with viable solutions for success. Our teachers provide higher level thinking opportunities, strategies that demonstrate best practices and connections for children regarding their future and college aspirations. Teachers consistently monitor student achievement data, diversify the instruction and plan accordingly to meet student goals through differentiated instruction. There is a comprehensive school counseling program to help students with their personal-social, academic and career development through classroom guidance, small group/ individual counseling, and school-wide programs.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

The Early Warning System we have in place is for attendance issues, possible suspensions, and lack of academic progress. In the area of attendance, our school encourages all parents to ensure their children are in school each day. Reminders of the importance of daily attendance are in the student handbook and newsletters that go home. Parents are asked to send a note to the school indicating why their child was absent. If the teacher does not receive a note, the teacher follows up with a phone call. To ensure parents know of absences that have occurred, an attendance phone call goes home automatically each day. Home visits may be implemented for those students who repeatedly do not

show up to school. A School-Based Team meeting may be called to assist the student/family with the attendance issue.

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

1. 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
Attendance below 90 percent	12	11	16	16	12	12	0	0	0	0	0	0	0	79
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in ELA or Math	7	7	9	24	32	24	0	0	0	0	0	0	0	103
Level 1 on statewide assessment	0	0	0	7	25	20	0	0	0	0	0	0	0	52

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	3	0	4	10	17	16	0	0	0	0	0	0	0	50

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

A number of intervention strategies exist that are employed by the school to help improve the students' academic performance. Before, during, and after school tutorials are in place for those students who need additional academic assistance. The tutorials meet the needs of the students in both math and English language arts. Students receive instruction with a low student-teacher ratio in the subjects in which they struggle. During the day students who are struggling in reading receive 30 minutes of iii instruction. This iii instruction is given by a certified teacher. During English language arts and math instruction, small group remediation is conducted daily. Struggling students who meet the district's guidelines are also enrolled in Supplemental Academic Instruction (SAI). SAI is extra intensive reading instruction above and beyond the 90 minutes of the reading block. A comprehensive school counseling program will be developed and implemented to allow for small group and individual interventions helping to connect student and their families to needed school-based and community resources. We consider individual student needs and and IEP goals when planning for intervention strategies in order to close the achievement gap. We use the Educational Benefit Report and Best Practices for Inclusive Education (BPIE) to assist in planning for strategies.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

In order to increase parental involvement, parents will receive emails, call outs, newsletters and Edline postings to maintain and increase parent participation. The school offers a Meet the Teacher, Curriculum Night, Literacy Nights, family dances, Florida Standards Parent Trainings and many other fun family events to build community cohesiveness. We also communicate our school's mission and vision statement by posting it on Edline, our school's website. The school's mission and vision statements are posted throughout the school, and printed in our school planners. Parents complete school effectiveness surveys at the end of each school year. We provide interactive tutorials for reading, educational technology and Edline support. The school also publishes an on-line school newspaper highlighting PTA endeavors and student and teacher accomplishments. Additionally, parents receive several opportunities throughout the school year to accompany their child on various field trips, academic programs and community celebrations. Also, parents can regularly meet with the teacher to discuss their child's academic, emotional and social progress. We offer professional training for teachers regarding professionalism with parent phone calls and face-to-face communication. A comprehensive school counseling program includes parent support through parent book clubs, parent informational nights, and guest speakers. Parents are made aware through flyers and information provided on Edline. Parents are asked to participate as guest speakers during the schools annual school-wide Career Week.

- Learning opportunities and resources are provided to families of SWDs as a result of needs assessments (ESE Parent Survey, BPIE, etc.) and student data.
- BPIE assessment results, the School Improvement Plan (SIP) and subsequent reports of progress toward implementing inclusive practices are disseminated to families, school district personnel, and community members annually.

2. 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.

Binks Forest Elementary strives to create and sustain partnerships with our local community by communicating our needs to local educational groups, business and community leaders. These efforts have provided monetary donations for curriculum programs, testing incentives and school-wide enrichment initiatives. Some of the examples include purchasing Leveled Literacy Intervention kits, technology and other items for Project Lead the Way. The Rotary Club of Wellington donated dictionaries for all 3rd grade students. Binks Forest applied for a grant and received \$25,000 from The Village of Wellington. The school will use this money to facilitate academic remediation to our lowest 25%. Tutors will be employed to support academic instruction during the school day.

- Open House Night will ensure parents receive curriculum information, Edline information and school website information.
- Provide parents with monthly newsletters to maintain school to family connection
- Teachers are expected to make positive contact with parents each 12 week period
- Teachers participate in professional development training to increase positive relationships with parents

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Berard, Karen	Assistant Principal
Levy, Michella	Principal
Mascia, Sally	Teacher, K-12
Gifford, Lisa	Teacher, K-12
Moschella, Judy	Teacher, K-12
Barnes, Susie	Teacher, K-12
Castellanos, Jaime	Teacher, ESE
Stepanek, Mary	Teacher, K-12
Cheatham, Missy	Teacher, K-12
Appelgate, Lauren	Teacher, K-12
All Area Directors, (1-5)	
Lynn, Patsy	Teacher, K-12
Benevides, Jennifer	Teacher, K-12
Epstein, Caroline	Instructional Media
Garziona, Joann	Teacher, K-12
Alter, Analucia	Teacher, K-12
McNeece, Patrick	Teacher, K-12
Oh, Mechelle	Teacher, K-12

b. Duties

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

The Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our school, our teachers and in our students?

The team will meet as needed to engage in the following activities: review screening data and connect to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks.

The team will identify professional development needs and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, practice new communication and making decisions about implementation.

2. 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.

Principal: Provides a common vision for the use of data-based decision making, ensures that the school-based team is implementing Rtl, ensures implementation of the intervention support and documentation, ensures adequate development to support Rtl implementation.

ESE contact: Organizes, schedules and facilitates meetings and assists with state and district policies.

Selected general education teachers (Primary and Intermediate): Provide information about core instruction, participates in student data collection, delivers Tier 1 instruction and interventions and Tier 2/3 instruction and interventions, as needed. Communicates with parents regarding school-based Rtl plans.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials in Tier 3 instruction, and collaborates with general education teacher. Communicates with parents regarding school-based Rtl plans and activities.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, program evaluation; facilitates data-based decision making activities.

School Counselor: Provides emotional support for students as well as information regarding community agencies to the school and families to support the children's academic, emotional, behavioral, and social success.

Rtl facilitator (SAI teacher): Provides expertise in Tier 2 and 3 interventions and assists school staff with identification of specific student deficiencies and matches student to research-based interventions.

Supplemental Academic Instruction Teacher: Facilitates, as well as supports, data collection in reading instruction activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

SAI is implemented in the school. The cap is a 3 to 1 ratio or a 4 to 1 ration, based on grade level. The priority is retained 3rd grade students, third grade students with reading deficiencies based on the reading running record portion of the K-5 literacy assessment system, and second grade students with reading deficiencies based on the reading running record portion of the K-5 literacy assessment system. SAI is used to accelerate the learning of those students who have been retained in third grade. SAI provides remediation of students before they fall victim to third grade mandatory retention. It also ensures that by the end of second grade, students have solidly developed skills in reading that are necessary for further success in reading. The grouping of SAI is flexible and is according to what the student needs.

Binks Forest implements the district-wide implementation of Single School Culture by sharing our Universal Guidelines for Success, following the behavioral matrix, teaching expected behaviors, communicating with parents, and monitoring School-wide Positive Behavior Support (SWPBS). The school updates the action plans regularly. SWPBS is in full implementation at the school. Some of the components are having an anti-bullying campaign, structured lessons for teaching SWPB, and the matrix of expected behaviors. The school instills an appreciation of Multicultural Diversity.

Binks Forest offers free breakfast to all students regardless of their financial status. This is a state approved program and began in October 2012.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Michella Levy	Principal
Jane Kaminski	Parent
Jenny LeBlanc	Parent
Michelle McGovern	Parent
Lisa Molbogot	Education Support Employee
Robin Peck	Teacher
Randi Schietz	Teacher
Judy Moschella	Teacher
Jenny Levin	Business/Community
Jennifer Markee	Parent
Marcella Tabora	Parent
Jay Webber	Business/Community
	Student

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The primary function of the SAC is to provide all of the shareholders an opportunity to be active participants in the assessment of needs and development of priorities. The SAC assists in the development of the School Improvement Plan(SIP). The SAC receives a printed copy of the SIP to review in advance of the meeting. The SAC reviews all sections of the SIP and gives feedback and input. The SIP is monitored and reviewed throughout the year.

b. Development of this school improvement plan

The primary function of the SAC is to provide all of the shareholders an opportunity to be active participants in the assessment of needs and development of priorities. The SAC assists in the development of the School Improvement Plan (SIP). The SAC receives a printed copy of the SIP to review in advance of the meeting. The SAC reviews all sections of the SIP and gives feedback and input. The SIP is monitored and reviewed throughout the year.

c. Preparation of the school's annual budget and plan

Binks Forest will use school monies to continue to purchase materials that support the curriculum. Some of the items to be purchased are: V-math, Reflex Math, Time for Kids, Storyworks, I-Ready grammar and vocabulary workbooks, English language arts workbooks, Ipads, modular units for Project Lead the Way, classroom libraries, and materials for implementing School Enrichment Model activities (SEM).

School monies will also be used for professional development for the teachers and staff.

Some of the professional development will include an out of state gifted conference entitled Confratute and sub funding for local training in the areas of English language arts, math, and science.

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

School Improvement funds are for the purpose of enhancing school performance through development and implementation of a School Improvement Plan. Monies will be expended on programs or projects selected by the School Advisory Council.

Florida Statute 24.121(5)(c) places the following requirements on School Improvement fund expenditures:

- School Improvement funds are for the purpose of enhancing school performance through development and implementation of a school improvement plan;
- Monies may be expended only on programs or projects selected by the School Advisory Council.
- Neither School District staff nor principals may override the recommendations of the School Advisory Council.
- The monies may not be used for capital improvements or for any project or program with a duration of more than one year; however, a School Advisory Council may independently determine that a program or project formerly funded under this paragraph should receive funds in a subsequent year.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Olsen, Sherri	Teacher, K-12
Berard, Karen	Assistant Principal
Levy, Michella	Principal
Castellanos, Jaime	Teacher, ESE
Epstein, Caroline	Instructional Media
Davis, Starla	Teacher, K-12
Mascia, Sally	Teacher, K-12
Peak, Jennifer	Teacher, K-12
Tanis, Rachael	Teacher, K-12
Gouveia, Gianna	Teacher, K-12
MacMillan, Emily	Teacher, K-12
Gormley, Ann	Teacher, K-12
Lozano, SueAnn	Teacher, K-12
Santiago, Artemis	Teacher, K-12
Ledman, Jodi	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

This LLT is a group of professionals comprised of leaders in literacy. This team includes a representative from each grade level, an ESE representative, an ESOL representative and

administration. The team uses data to establish the literacy goals for that school year. Once the goals have been established, the team creates a plan of action that is communicated with staff members. The LLT meets monthly to assess progress towards accomplishing the goals.

The Literacy Leadership Team holds a school-wide literacy night for students and parents to encourage a love of reading inside and outside of school. They also plan and implement school-wide English language arts professional development. They promote school-wide Reading Counts initiatives through the "day of play" that rewards students across grade levels who have met their reading counts goal throughout the year. Teachers are encouraged to motivate children by creating classroom goals. Each grade level uses their Reader's Notebook to deepen the students' ability to think, talk, and write about their reading. School wide Iready is used to assess and create lessons for practice of literacy skills and strategies.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

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

The Pillars of Effective Instruction focus on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in collaborative planning and instruction.

Teachers meet on professional development days to discuss strategies, practices and goals for success. The Marzano Teacher Evaluation System is utilized to establish best practices, focus on targeted goal setting, and track student performance. Teachers are taught to establish relevant and rigorous formative assessments which are generated to guide classroom instruction. Teachers participate in Professional Learning Communities to analyze data and plan for instructional practices. The master schedule has been designed to provide consistent time for teachers to meet by common content. 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. (Strategic Initiative #1: Pillars of Effective Instruction). The teachers of the gifted and regular classes then break apart to provide activities that help to strengthen learners or re-mediate the struggling child to reach successful mastery while following the Florida Standards. Additionally, teachers are sent to professional development meetings to learn to implement the strategies and expectations generated by district leaders. Educational support personnel provide on-site training in the areas of English language arts to support classroom instruction and provide instructional support. Out of state educational experts are introducing new strategies to promote collaboration among staff and teachers.

Students with disabilities (SWD) and Best Practices for Inclusive Education (BPIE) - 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 between special education teachers, general education teachers and related service providers as appropriate.

Collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans and monitored regularly by school administrators.

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

Administrators have set up a rigorous screening and interview process to make sure the perspective staff member fits with the school's philosophies and are highly qualified for their positions. To retain teachers, the school uses a school-based mentoring program as well as the county Educator Support Program (ESP) to mentor teachers. The development of teachers is acquired by teacher participation in collaborative learning teams for planning, creating and implementing effective lessons. The school participates in job fairs and monitors and assists all applicants in the hiring process in an effort to reduce length of hiring process and increase instructional time.

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

The school's mentoring program consists of assigning each teacher needing a mentor, one or more master teachers who can assist him or her in all areas. Teachers are partnered up based on similar subject and grade level. Mentees have the opportunity to observe their mentors. The mentors observe the mentees to give feedback on strengths and opportunities for growth through reflection. The Educator Support Program is focused on the targeted FEAP's and other useful activities that help the teachers acclimate to the school's climate and procedures. ESP, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth. Teachers have the opportunity to attend professional development to help support their strengths and to also be able to target their areas that need to be developed. Administration is a part of the Educator Support Program as well as the school's own mentoring program.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

By implementing the first Pillar, students are immersed in rigorous tasks encompassing the full intent of the standards.

- Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous.
- Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the standards.

The school uses professional development to plan and research methods of implementing the Florida Standards and align curriculum to allow for deeper levels of comprehension. Our school 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. These collaborative opportunities promote an open dialogue among teachers in order to facilitate rigorous learning situations to promote and ensure academic growth. Professional Learning Communities are held weekly so teachers can analyze data, digest standards, and plan instructional strategies which when implemented will facilitate progression toward learning goals.

b. Instructional Strategies

1. 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.

By implementing the third Pillar, students collaborate in a student-centered, personalized environment.

- Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means.
- Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential.

Binks Forest teachers participate in collaborative meetings for decision making and identifying instructional strategies that will meet the individual needs of all students. During these meetings, student data is analyzed and compared to develop lessons to increase student proficiency in all subjects. A balanced literacy approach includes large and small group instruction based on student's needs. Supplementary instruction (iii and SAI) is given to students with a reading deficiency. Data is monitored to determine the progress of the students. Skill groups are established in math and science to meet the needs of students requiring remediation.

Each teacher implements a ninety minute reading block followed by a period of time for writing. Reading instruction is based on Florida Standards curriculum and is supported by extensive classroom libraries, texts to support units of study, and leveled books for small guided reading instruction or independent reading. Math, science, and social studies are also based on the Florida Standards curriculum and are supported by district provided consumables, manipulatives, and small group instruction as needed for remediation or enrichment. Assessments are implemented and developed to measure instructed standards in a rigorous manner.

Students with Disabilities (SWD) and Best Practices for Inclusive Education (BPIE)

- Provide specially designed instruction per student's IEP needs

2. 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: 2,180

An after school tutorial program is provided to students in grades K through five performing in the lowest 25% in the areas of English language arts and math. Students work in small groups of four to seven students on skills covered in the Florida Standards. Test taking strategies are also covered during these sessions.

Strategy Rationale

This strategy was chosen due to past data that shows that an increase in small group intervention time increases student performance.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Levy, Michella, michella.levy@palmbeachschools.org

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

Students take a pre-test and a post-test in each subject area. Teachers and administrators analyze each test to look for areas of strength and weakness. Teachers then drive instruction based on those strengths and weaknesses. The Florida Standards Quizzes (FSQ's) are also used to analyze to identify deficiencies..

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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

Kindergarten Round-up is held in the spring for all incoming kindergarten students and their parents. The round-up allows for these students to feel comfortable by being exposed to their new school in advance of their arrival. Staff members go over the basics of what students can expect when they arrive at Binks Forest.

Staggered start for kindergarten students also allows for an easy transition from pre-k to kindergarten. It provides for a smaller class size for the first three days of school so that students have a chance to adapt to the teacher and routines of the classroom and receive more individualized attention.

Collaboration occurs across grade levels, content areas, and feeder schools. A clear link between collaboration to improvement results in instructional practice and student performance exists.

Additionally, the fifth grade students at Binks Forest attend an orientation given by area middle school instructors or administrators, explaining their magnet programs, therefore, assisting students in making correct choices matched with their interest. These students also travel to the middle school to experience the size, layout and hear about the programs by student leaders. Transitional meetings are also held by the school based ESE coordinator to assure parents that educational objectives are continued and a course of study is designed for each child to meet their needs.

b. College and Career Readiness

1. 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. Through the school counseling program, students learn the connection between school and the world of work. Students participate in a variety of career development activities such as completing interest inventories, using online career and college planning tools and short and long term goal setting. During Career Week, students learn about careers through a diverse group of community members and parents that come to speak about their jobs and the training involved. Career Week includes a Career Vehicle Day to see the variety of specialty vehicles associated with different jobs. Binks Forest follows national and district college and career initiatives such as #Reach Higher and #CollegeFridays through bulletin boards, college signs on all faculty members' doors and college shirt days. This encourages students to begin thinking about their future and planning for a successful transition to middle school and beyond.

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

Not applicable

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

Not applicable

4. 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.

Not applicable

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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.** If effective and relevant instruction takes place to meet the needs of all students, then we will increase reading on grade level by 3rd grade.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If effective and relevant instruction takes place to meet the needs of all students, then we will increase reading on grade level by 3rd grade. 1a

G094931

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	95.0
FSA ELA Achievement	87.0

Targeted Barriers to Achieving the Goal 3

- Time for professional development in research based strategies
- Lack of knowledge of resources for ESE and ELL teachers

Resources Available to Help Reduce or Eliminate the Barriers 2

- I-Ready on-line personalized reading instruction, Leveled Literacy Intervention, Scholastic libraries, resources to support balanced literacy, Flocabulary, Time for Kids, Storyworks, I-Ready LAFS (reading and writing), A-Z readers

Plan to Monitor Progress Toward G1. 8

FSQ's and other formative assessments, diagnostics, I-Ready, other class assessments

Person Responsible

Michella Levy

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Progress Monitoring Charts will be updated and monitored regularly, EDW reports, I-Ready reports, Performance Matters reports

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. If effective and relevant instruction takes place to meet the needs of all students, then we will increase reading on grade level by 3rd grade. **1**

 G094931

G1.B1 Time for professional development in research based strategies **2**

 B255411

G1.B1.S1 Deepen instructional staff's understanding of the pillars of effective instruction through a variety of professional learning opportunities, for example PLC's and Professional Development Days.

4

 S269906

Strategy Rationale

These scheduled trainings/meetings will provide teachers the opportunity to collaborate, analyze data, and plan implementation of research-based strategies.

Action Step 1 **5**

Planning for the needed English language arts professional development

Person Responsible

Michella Levy

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Agenda, attendance sign-in, minutes of the meeting

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

Sign-ins, agendas, lesson plans, classroom walkthroughs

Person Responsible

Michella Levy

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

I-observation data, progress monitoring of student data and adjusting instruction based on the data, PLC summary form

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

Analyzing formative assessments and student work, observing student understanding during class observations

Person Responsible

Michella Levy

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Data from the formative assessments, samples of student work, I-observation reports

G1.B1.S2 Students will be offered tutoring (before and after school) in addition to their regular instruction. Extra tutoring will be based on the individual needs of the students. 4

S269907

Strategy Rationale

These extra learning opportunities will assist students in mastering the standards. It will also help close the learning gaps in individual students and between subgroups.

Action Step 1 5

Identify the lowest 25%, secure tutors and resources to use with the tutoring.

Person Responsible

Michella Levy

Schedule

On 6/1/2018

Evidence of Completion

Time sheets for tutors, sign-ins for students, pre and post test data

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

Attendance will be taken and time sheets analyzed, classroom walk-throughs will be conducted to ensure fidelity of instructional tutoring groups

Person Responsible

Michella Levy

Schedule

On 6/1/2018

Evidence of Completion

Attendance sheets will be monitored to ensure that students are attending regularly. Data chats will be conducted regularly with tutors to ensure adequate progress for each student on the standards being taught/reviewed.

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

Data chats will be conducted regularly with tutors to ensure adequate progress for each student on the standards being taught/reviewed.

Person Responsible

Michella Levy

Schedule

On 6/1/2018

Evidence of Completion

Data sheets will be collected and reviewed with each tutor.

G1.B2 Lack of knowledge of resources for ESE and ELL teachers 2

 B255412

G1.B2.S1 ESE and ELL teachers will meet with administration to brainstorm resources to use with these students. The district ESE and ELL departments will be consulted on strategies and resources to help meet our goal. 4

 S269908

Strategy Rationale

Collaboration between teachers allows them to share best practices. The district will be consulted to provide additional expertise in instructional strategies and also for the the selection of resources.

Action Step 1 5

Collaborate with other teachers and district personnel.

Person Responsible

Michella Levy

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Agenda, sign-in sheets, minutes of the meetings and phone calls

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

After resources and strategies are implemented classroom walkthroughs and data chats will be conducted.

Person Responsible

Michella Levy

Schedule

On 6/1/2018

Evidence of Completion

Lesson plans and walkthrough data will be evaluated to ensure fidelity of use.

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

Analyzing formative and summative assessments for the effectiveness of instruction and strategies used.

Person Responsible

Michella Levy

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Teachers will plot data to analyze the effectiveness of instruction on the Florida Standards.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1  M385596	FSQ's and other formative assessments, diagnostics, I-Ready, other class assessments	Levy, Michella	8/14/2017	Progress Monitoring Charts will be updated and monitored regularly, EDW reports, I-Ready reports, Performance Matters reports	6/1/2018 weekly
G1.B1.S1.MA1  M385590	Analyzing formative assessments and student work, observing student understanding during class...	Levy, Michella	8/14/2017	Data from the formative assessments, samples of student work, I-observation reports	6/1/2018 weekly
G1.B1.S1.MA1  M385591	Sign-ins, agendas, lesson plans, classroom walkthroughs	Levy, Michella	8/14/2017	I-observation data, progress monitoring of student data and adjusting instruction based on the data, PLC summary form	6/1/2018 weekly
G1.B1.S1.A1  A360908	Planning for the needed English language arts professional development	Levy, Michella	8/14/2017	Agenda, attendance sign-in, minutes of the meeting	6/1/2018 weekly
G1.B2.S1.MA1  M385594	Analyzing formative and summative assessments for the effectiveness of instruction and strategies...	Levy, Michella	8/14/2017	Teachers will plot data to analyze the effectiveness of instruction on the Florida Standards.	6/1/2018 biweekly
G1.B2.S1.MA1  M385595	After resources and strategies are implemented classroom walkthroughs and data chats will be...	Levy, Michella	8/14/2017	Lesson plans and walkthrough data will be evaluated to ensure fidelity of use.	6/1/2018 one-time
G1.B2.S1.A1  A360910	Collaborate with other teachers and district personnel.	Levy, Michella	8/14/2017	Agenda, sign-in sheets, minutes of the meetings and phone calls	6/1/2018 monthly
G1.B1.S2.MA1  M385592	Data chats will be conducted regularly with tutors to ensure adequate progress for each student on...	Levy, Michella	8/14/2017	Data sheets will be collected and reviewed with each tutor.	6/1/2018 one-time
G1.B1.S2.MA1  M385593	Attendance will be taken and time sheets analyzed, classroom walk-throughs will be conducted to...	Levy, Michella	8/14/2017	Attendance sheets will be monitored to ensure that students are attending regularly. Data chats will be conducted regularly with tutors to ensure adequate progress for each student on the standards being taught/reviewed.	6/1/2018 one-time
G1.B1.S2.A1  A360909	Identify the lowest 25%, secure tutors and resources to use with the tutoring.	Levy, Michella	8/14/2017	Time sheets for tutors, sign-ins for students, pre and post test data	6/1/2018 one-time

V. Professional Development Opportunities

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

G1. If effective and relevant instruction takes place to meet the needs of all students, then we will increase reading on grade level by 3rd grade.

G1.B1 Time for professional development in research based strategies

G1.B1.S1 Deepen instructional staff's understanding of the pillars of effective instruction through a variety of professional learning opportunities, for example PLC's and Professional Development Days.

PD Opportunity 1

Planning for the needed English language arts professional development

Facilitator

administration, PLC facilitators, team leaders, District support staff

Participants

all teachers

Schedule

Weekly, from 8/14/2017 to 6/1/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Planning for the needed English language arts professional development				\$18,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			2561 - Binks Forest Elementary School	General Fund		\$8,000.00
			<i>Notes: Instructional resources such as Time for Kids, A-Z Raz, Vocabulary workshop books, Florida Test Prep ELA, I-Ready LAFS books, Scholastic News, Storyworks, NewsELA</i>			
	0000		2561 - Binks Forest Elementary School	Other		\$10,000.00
			<i>Notes: Teachers and administration will attend the Confratute gifted conference. Registration, transportation and lodging will be provided.</i>			
2	G1.B1.S2.A1	Identify the lowest 25%, secure tutors and resources to use with the tutoring.				\$0.00
3	G1.B2.S1.A1	Collaborate with other teachers and district personnel.				\$0.00
					Total:	\$18,000.00