

The School District of Palm Beach County

Binks Forest Elementary School



2021-22 Schoolwide Improvement Plan

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Binks Forest Elementary School

15101 BENT CREEK RD, Wellington, FL 33414

<https://bkfe.palmbeachschools.org>

Demographics

Principal: Michella Levy

Start Date for this Principal: 8/11/2011

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	<i>[Data Not Available]</i>
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: A (84%) 2017-18: A (77%) 2016-17: A (72%) 2015-16: A (78%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	[not available]

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/20/2021.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

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.

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Levy, Michella	Principal	Principal: Provide a common vision for the use of data-based decision making, ensure that the school-based team is implementing Rti, ensure implementation of the intervention support and documentation, ensure adequate development to support Rti implementation. Attends PLC's to provide input and to serve as the education leader, ensure the state standards are taught with fidelity.
Berard, Karen	Assistant Principal	Assistant Principal: Provide a common vision for the use of data-based decision making, ensure that the school-based team is implementing Rti, ensure implementation of the intervention support and documentation, ensure adequate development to support Rti implementation. Attends PLC's to provide input and to serve as the education leader, and ensure the state standards are taught with fidelity.
Hessler, Amy	Teacher, K-12	Classroom teacher: Teachers state standards to students, participates in student data collection of the state standards' mastery, remediates and enriches to provide differentiation to all students, supports students in attaining their personal best in academics, communicates with ESE and ELL teachers as needed. Communicates with parents regarding progress of their students.
Cheatham, Missy	Teacher, K-12	Classroom teacher: Teachers state standards to students, participates in student data collection of the state standards' mastery, remediates and enriches to provide differentiation to all students, supports students in attaining their personal best in academics, communicates with ESE and ELL teachers as needed. Communicates with parents regarding progress of their students.
Chapman, Kristyn	Teacher, K-12	Classroom teacher: Teachers state standards to students, participates in student data collection of the state standards' mastery, remediates and enriches to provide differentiation to all students, supports students in attaining their personal best in academics, communicates with ESE and ELL teachers as needed. Communicates with parents regarding progress of their students.
Egan, Kerrie	Teacher, K-12	Classroom teacher: Teachers state standards to students, participates in student data collection of the state standards' mastery, remediates and enriches to

Name	Title	Job Duties and Responsibilities
		provide differentiation to all students, supports students in attaining their personal best in academics, communicates with ESE and ELL teachers as needed. Communicates with parents regarding progress of their students.
Benevides, Jennifer	Teacher, K-12	Classroom teacher: Teachers state standards to students, participates in student data collection of the state standards' mastery, remediates and enriches to provide differentiation to all students, supports students in attaining their personal best in academics, communicates with ESE and ELL teachers as needed. Communicates with parents regarding progress of their students.
Gifford, Lisa	Teacher, K-12	Classroom teacher: Teachers state standards to students, participates in student data collection of the state standards' mastery, remediates and enriches to provide differentiation to all students, supports students in attaining their personal best in academics, communicates with ESE and ELL teachers as needed. Communicates with parents regarding progress of their students.
Epstein, Caroline	Instructional Media	Media Specialist: Supports classroom instruction of the state standards, provides opportunities for students to engage with text and media to increase standards' mastery.
Schietz, Randi	Guidance Counselor	School Counselor: Supports students social - emotional learning so that students are able to successfully learn, teaches classes and meets with students in a small group and individual setting to address needs that may be impacting them educationally, socially, or emotionally.
Euell, Shelly	Teacher, K-12	Rtl facilitator: Provides expertise in interventions and assists school staff with identification of specific student deficiencies and matches students 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 intervention plans.
Toral, Analucia	Teacher, K-12	Classroom teacher: Teachers state standards to students, participates in student data collection of the

Name	Title	Job Duties and Responsibilities
		state standards' mastery, remediates and enriches to provide differentiation to all students, supports students in attaining their personal best in academics, communicates with ESE and ELL teachers as needed. Communicates with parents regarding progress of their students.
Fernandez, Lauren	Teacher, K-12	Classroom teacher: Teachers state standards to students, participates in student data collection of the state standards' mastery, remediates and enriches to provide differentiation to all students, supports students in attaining their personal best in academics, communicates with ESE and ELL teachers as needed. Communicates with parents regarding progress of their students.
Lozano, SueAnn	Teacher, ESE	Exceptional Student Education (ESE): Participates in student data collection, integrates core instructional activities/materials to support students' IEP curriculum goals. Communicates with parents regarding the IEP and curriculum progress, and collaborates with the general education teacher.

Demographic Information

Principal start date

Thursday 8/11/2011, Michella Levy

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

10

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

18

Total number of teacher positions allocated to the school

70

Total number of students enrolled at the school

1,045

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

1

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

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Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	180	163	162	172	199	181	0	0	0	0	0	0	0	1057
Attendance below 90 percent	7	9	13	3	9	15	0	0	0	0	0	0	0	56
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	5	7	14	12	12	4	0	0	0	0	0	0	0	54
Course failure in Math	1	5	0	2	14	4	0	0	0	0	0	0	0	26
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	11	5	7	0	0	0	0	0	0	0	23
Level 1 on 2019 statewide FSA Math assessment	0	0	0	8	9	13	0	0	0	0	0	0	0	30
Number of students with a substantial reading deficiency	0	0	0	17	17	11	0	0	0	0	0	0	0	45
FY21 ELA Winter Diag Level 1 & 2	0	0	0	35	30	48	0	0	0	0	0	0	0	113
FY21 Math Winter Diag Level 1 & 2	0	0	0	13	22	44	0	0	0	0	0	0	0	79

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	3	3	10	13	8	0	0	0	0	0	0	0	39

The number of students identified as retainees:

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

Date this data was collected or last updated

Saturday 8/21/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	101	135	132	165	154	178	0	0	0	0	0	0	0	865
Attendance below 90 percent	0	4	6	6	1	1	0	0	0	0	0	0	0	18
One or more suspensions	0	0	0	1	0	1	0	0	0	0	0	0	0	2
Course failure in ELA	0	10	7	12	11	12	0	0	0	0	0	0	0	52
Course failure in Math	0	3	6	2	3	5	0	0	0	0	0	0	0	19
Level 1 on 2019 statewide ELA assessment	0	0	0	9	2	3	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide Math assessment	0	0	0	3	6	9	0	0	0	0	0	0	0	18
FY20 ELA Winter Diag Levels 1 & 2	0	0	0	17	28	32	0	0	0	0	0	0	0	77
FY20 Math Winter Diag Levels 1 & 2	0	0	0	12	12	21	0	0	0	0	0	0	0	45

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

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

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	180	163	162	172	199	181	0	0	0	0	0	0	0	1057
Attendance below 90 percent	7	9	13	3	9	15	0	0	0	0	0	0	0	56
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	5	7	14	12	12	4	0	0	0	0	0	0	0	54
Course failure in Math	1	5	0	2	14	4	0	0	0	0	0	0	0	26
Level 1 on 2019 statewide ELA assessment	0	0	0	11	5	7	0	0	0	0	0	0	0	23
Level 1 on 2019 statewide Math assessment	0	0	0	8	9	13	0	0	0	0	0	0	0	30
FY20 ELA Winter Diag Levels 1 & 2	0	0	0	35	30	48	0	0	0	0	0	0	0	113
FY20 Math Winter Diag Levels 1 & 2	0	0	0	13	22	44	0	0	0	0	0	0	0	79

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement	86%			88%	58%	57%	86%	57%	56%
ELA Learning Gains	80%			78%	63%	58%	77%	61%	55%
ELA Lowest 25th Percentile	54%			78%	56%	53%	61%	56%	48%
Math Achievement	86%			94%	68%	63%	91%	65%	62%
Math Learning Gains	63%			84%	68%	62%	82%	63%	59%
Math Lowest 25th Percentile	48%			86%	59%	51%	72%	53%	47%
Science Achievement	68%			82%	51%	53%	73%	56%	55%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	79%	54%	25%	58%	21%
Cohort Comparison						
04	2021					
	2019	91%	62%	29%	58%	33%
Cohort Comparison		-79%				
05	2021					
	2019	90%	59%	31%	56%	34%
Cohort Comparison		-91%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	93%	65%	28%	62%	31%
Cohort Comparison						
04	2021					
	2019	96%	67%	29%	64%	32%
Cohort Comparison		-93%				
05	2021					
	2019	90%	65%	25%	60%	30%
Cohort Comparison		-96%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	82%	51%	31%	53%	29%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

Progress monitoring allows teachers and administrators to track students' academic progress. It allows the school to track growth throughout the entire school year. Teachers use student performance data to continually evaluate the effectiveness of their teaching and make more informed instructional decisions. If the rate at which a particular student is learning seems insufficient, the teacher can adjust instruction.

Various reports will be used to monitor and support student learning:

Grades K-5 we use iReady for fall, winter & spring for ELA

Grades K-5 we use Successmaker for fall, winter, and spring math.

-iReady: Provides user-friendly dashboards and clear reports with actionable data that give teachers a foundational understanding of students' strengths and areas of need.

-Unit Standardized Assessments USAs gives teachers data on how well the students have mastered the standard. Supports the monitoring of student learning and provides ongoing feedback that instructors can use to make adjustments to instruction to improve student learning.

-SuccessMaker is an adaptive learning program that continuously personalizes math instruction for student growth and differentiation.

Grade 1 Iready for ELA and SuccessMaker for math

Grade 2 Iready for ELA and SuccessMaker for math

Grade 3 Iready for ELA and SuccessMaker for math

Grade 4 Iready for ELA and SuccessMaker for math

Grade 5 Iready for ELA and SuccessMaker for math

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	50.7	48.6	63.3
	Economically Disadvantaged	42.1	43.6	52.6
	Students With Disabilities	37.5	32.4	58.8
	English Language Learners	33.3	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	91.7	94.5
	Economically Disadvantaged	0	85.7	83.3
	Students With Disabilities	0	88.2	94.1
	English Language Learners	0	50.0	62.5
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	49.6	50.4	71.8
	Economically Disadvantaged	40.0	43.9	70.7
	Students With Disabilities	26.3	40.0	65.0
	English Language Learners	28.6	28.6	14.3
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	94.6	96.5
	Economically Disadvantaged	0	97.4	92.9
	Students With Disabilities	0	100	95.0
	English Language Learners	0	100	85.7

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	74.8	60.5	73.2
	Economically Disadvantaged	47.1	38.2	61.8
	Students With Disabilities	50.0	45.8	69.6
	English Language Learners	42.9	42.9	64.3
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	97.8	96.4	98.3
	Economically Disadvantaged	100	91.7	94.4
	Students With Disabilities	100	79.2	87.5
	English Language Learners	100	93.8	93.8
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	68.0	52.8	61.7
	Economically Disadvantaged	51.2	29.5	43.2
	Students With Disabilities	43.8	35.3	33.3
	English Language Learners	25.0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	76.6	85.4	86.7
	Economically Disadvantaged	61.5	79.5	73.3
	Students With Disabilities	50.0	50	56.3
	English Language Learners	25	40	10

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	55.7	39.7	0
	Economically Disadvantaged	42.9	25.5	0
	Students With Disabilities	23.8	33.3	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	86.5	82.1	81.5
	Economically Disadvantaged	75.0	62.7	65.4
	Students With Disabilities	84.2	71.4	70.0
	English Language Learners	50	12.5	20
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	79.3	95.6	95.1
	Economically Disadvantaged	68.6	90	88.5
	Students With Disabilities	75.0	90	85.7
	English Language Learners	50	50	50
	Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	67	67	50	64	39		35				
ELL	47			79							
ASN	100			90							
BLK	82	72		77	61	60	57				
HSP	78	78	46	85	62	36	60				
MUL	85			80							
WHT	91	85	63	88	65	50	75				
FRL	70	72	33	68	45	33	45				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	66	70	62	77	83	74	46				
ELL	71	92		83	100						

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ASN	100	85		100	85		91				
BLK	79	82		86	88		71				
HSP	87	82	92	92	90	97	74				
MUL	79	67		88	80		80				
WHT	89	77	74	95	80	80	86				
FRL	80	78	72	88	86	89	79				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	55	61	49	68	65	56	26				
ELL	67	83		78	58						
ASN	100	89		96	89						
BLK	71	74	54	81	85	77	44				
HSP	82	72	69	92	79	73	70				
MUL	91	79		94	89		88				
WHT	87	79	58	91	81	71	75				
FRL	71	73	57	84	73	67	50				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	[not available]
OVERALL Federal Index – All Students	68
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	61
Total Points Earned for the Federal Index	546
Total Components for the Federal Index	8
Percent Tested	98%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	54
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	62
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	95
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	68
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	63
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	83
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	74
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

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

From the FY19 to FY21 FSA ELA data, we saw a downward trend in the level 3-5 achievement of students in both ELA and math. ELA achievement went down 2%, L25 gains went down 24%. However, ELA gains went up 2%.

In math achievement, Binks went down 8%, gains went down 21%, and L25 math went down 42%. In IReady & Successmaker we also saw a decrease in math scores throughout the year.

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

The greatest area of concern is the drop in both math achievement and math gains. Our focus is to diminish course failure and increase math learning gains and math achievement. Targeted support provided for all struggling learners will have a specific focus on our ELL and SWD students. Academic tutors will assist teachers with small group strategy and skill based instruction. Progress monitoring of student achievement using formative assessment data will occur, with follow up action planning to address area(s) of deficiency. Student and teacher data chats scheduled by administration after analyzing student data. Implementation of small group differentiated instruction will occur to address the needs of our diverse learners.

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

One of the contributing factors to the drop in math achievement may be that some students learned from home, rather than in person due to the pandemic. Learning virtually is difficult for some students because they need the direct interaction with the teachers. While learning virtually, sometimes students received help from their parents, but the help was different than they would have received if they were in the building. An example of in person vs. virtual learning was with our 3rd grade math diagnostic. The in person students scored on average 78% on the diagnostic, while our virtual students scored 65%.

Our attendance had a lower percentage last year than in the data comparison year. With the break in learning, students had gaps in their learning that had to be made up so they could build upon that knowledge and add on to it. Some students also were learning from abroad and the time difference limited when students could be on-line virtually with their teacher. We were not able to offer as much tutorial time over the past two years so we did not have as much time to make up the students' gaps in learning.

Transitioning back from Brick and Mortar was difficult for some students, so we took the necessary time to meet their social / emotional needs. If their social / emotional needs were not met, it would be difficult for the students to learn.

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

In looking at the FSA ELA achievement, 3rd grade increased 6% from 79% to 85%. This was the main focus we had for our school last year. We set out to increase reading achievement and gains across all grade levels, specifically the 3rd grade.

Overall FSA ELA gains increased by a 2% gain. The achievement percentage went from 78% to 80%.

In looking at the FY 21 diagnostic data for ELA we went down 3%. In looking at the math diagnostics, we went down by 4%.

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

For ELA, we focused on the use and analysis of formative assessments. Teachers consistently monitored students' mastery of standards and adjusted instructional techniques and strategies to be able to remediate students effectively. Small groups were conducted daily based on student need. PLCs continued in order to analyze data, monitor student progress, develop lessons plans to support the individual needs of students, and to share best practices. Additional professional development on group instruction was offered for teachers. Fountas and Pinnell guided reading kits were utilized in each classroom to help increase the mastery of the ELA standards. Data chats with all reading teachers (including ESE teachers and SAI) were conducted regularly by administration.

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

1. Standards based instruction will continue to be a priority during PLC's and individual data chats. Resources and strategies will be aligned to grade level standards. We will focus on developing effective and relevant instruction through: unpacking standards, disaggregating and analyzing data, developing standards based lessons, and sharing best practices. This will help us to differentiate instruction based on specific need.
2. Quickly identifying students with achievement gaps across all subgroups is a top priority. Teachers will keep track of each student's progress. When there is lack of progress, the plan put into place will need to be revisited and adapted. Though our number of ELL and ESE students is not large, we need to close the gap in achievement for these students. Providing equity for all the ELL's and ESE students is important. Schedules have been created that allow the maximum benefit to help support these students.
3. Professional development opportunities include district support/training and independent study. By developing strong teachers, we are able to increase student achievement as well as close the achievement gap.
- 4 Identifying higher mobility students immediately is another high priority for us. Our school has a number of equestrian families. We will work together to tailor interventions that will meet their specific needs.
5. The mentoring program will continue this year to help support students emotionally, which will in the end support them educationally.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teachers will engage in focused professional development to meet their own individual needs. A needs assessment survey is conducted at the school so we can be sure to provide training on areas in which the teachers feel they need support. Additional professional development is being given on the new K-2 Benchmark resources. Teachers will continue to receive support and coaching from the district.

Cadre training for math will be available for all math teachers this year. Teachers will attend these

trainings with the district and then be able to discuss what they have learned and how they will apply their knowledge in their PLC's. Some of the trainings will be on: effective small group instruction, unpacking standards thoroughly, learning how to fully use Blender which is an online support system for teachers, effective scheduling of the math block, among other topics. These trainings will be very important towards helping us to move the students academically in the area of math.

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

1. Teachers have been identified to be further trained in a program called Clinical Education. This training helps teachers to analyze effective teaching. Teachers first focus on their own teaching and then on how to coach other teachers. By supporting new and veteran teachers we can help to ensure sustainability of improvement not only this year, but in years to come.
2. Having the opportunity to learn research based strategies that will help to positively impact the mastery of standards will not only assist students this year in excelling, but also in years to come. Sometimes just learning a new way to do things or a new strategy can help to bridge gaps in student learning. Instead of always having to remediate students, the goal will be to find ways to help students master content in the initial presentation of the subject matter.
3. Targeting in on individual and small group differentiation will help to meet individual needs and goals. Learning how to effectively do this will help ensure sustainability of improvement now and in years to come. Targeted individual and small group instruction using researched based resources will help students excel to their personal best. Ongoing progress monitoring for all students is imperative to ensuring instruction is helping students master the grade level standards.
4. Implementing strategies to increase student attendance and engagement will help students this year and in years to come. Ideas and strategies will be discussed during PLC's, SWPBS meetings, SAC meetings, and leadership meetings.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Our area of focus will be to increase achievement and gains in math. These two areas had the biggest decline in data from the FY19 data to the FY21 data. When looking at our overall data comparing FY19 to FY 21 state FSA test data, math achievement dropped from 94% to 86%. This is an 8% drop. 3rd grade dropped 5%, 4th grade dropped 11%, and 5th grade dropped 11% in achievement. All grade levels had a significant drop. Math gains dropped 21% from 84% to 63%. Math L25 gains dropped from 86% to 48%, which is a 36% drop. Our rationale for choosing this focus is based on the data that we have analyzed. The scores were not in line with how our students usually do. Our math scores used to be very high, so we know that we can get back to higher achievement and gains percentages.

Measureable Outcome: Our measurable goals for FY22 will be an overall math achievement of 94%. This will be an increase of 8%.

Monitoring: This area of focus will be monitored in a variety of different ways. One will be to meet with math teachers on a regular basis for individual data chats. During these chats students will be identified who are not meeting the standards and who need extra remediation. Monitoring will also occur in PLCs. Administration will attend PLCs in order to work with and support teachers. The PLCs will help guide and support students in next steps needed for individual students and classes as a whole. Monitoring will also occur during classroom walkthroughs and visits. The focus of these visits will be to ensure that standards are taught with fidelity and the rigor intended.

Person responsible for monitoring outcome: Michella Levy (michella.levy@palmbeachschools.org)

Evidence-based Strategy:

1. Students will be remediated and enriched through tutoring opportunities, blended learning opportunities, and SuccessMaker computerized instruction.
2. Teachers will use research-based curriculum support materials to increase standards' mastery.
3. Teachers will engage in standards-based long-term planning and reflection on data during their regular Professional Learning Communities.
4. Regular data chats will occur with all teachers. The focus of the data chat will be on the academic movement of students. If students are not moving, a plan will be put in place to ensure growth.
5. Differentiated small group instruction will occur within all math classrooms.

Rationale for Evidence-based Strategy:

1. Additional time for instruction and various modalities of learning empowers students to learn.
2. Research-based materials and programs provide proven ways for students to interact with standards and make gains.
3. Professional Learning Communities ensure accountability - holding teachers accountable for their instruction and the mastery of standards by their students. These meetings will help guide teachers in the next steps needed for their individual students.

4. Differentiated small group instruction is effective because it targets specifically what each student needs.

Action Steps to Implement

1. Focus on alignment of standards in targeted instruction and assessments during the school day and in tutorials.
2. Meeting regularly with individual teachers and grade levels to create and monitor targeted plans.
3. Provide additional professional development in areas as determined by the needs assessment
4. Monitor small group and whole group instruction on a regular basis.

Person Responsible Michella Levy (michella.levy@palmbeachschools.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safe-schools-for-alex.org/), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Binks Forest's discipline data is very low. We are far below that of the state. We have not had to suspend students due to our School Wide Positive Support System that is in place. All classrooms utilize the Binks Way. B stands for Be respectful, I - Inspire, N - navigate safely, K- keep a positive attitude, and S - show respect. New teachers have been taught our Binks Way by other teachers and support staff are aware of the Binks Way as well. Teachers and support staff teach these guidelines and review them regularly. They are taught and reviewed in the classroom, hallways, fine arts classes, cafeteria, on the WOWL news, and on the school buses. With these guidelines and reteaching in place we have been able to monitor and correct behavior without having to suspend students.

We will continue to implement the Binks Way. Our SWPBS committee meets regularly to determine what areas of the Binks Way and areas of the school day and school building need more monitoring and support. Any changes that are made are discussed in the committee and communicated with the school staff.

The primary area of concern is the cafeteria. This is the area where the student to staff ratio is the least and there is not as much structure as far as activities, etc. The SWPBS committee will discuss new ways that we can keep the behavior in line in this area. Some of the ideas have been to reimplement the Golden Ticket reward system. This was effective in the FY20 school year. This system includes a visual way for students to see if their behavior is in line with the Binks Expectations for the cafeteria. The Binks Way for the cafeteria will be reviewed regularly by the classroom teachers before going to the cafeteria, and it will be reviewed while the students are actually in the cafeteria. Rewarding classes that are doing the correct thing will motivate students/classes who are not following the expectations.

The second area of concern is in the communication of our Binks Way to our substitute teachers. The SWPBS will continue to discuss ways that we can make sure that the substitutes know about the expectations of our students. One thing that will be implemented will be a BINKS WAY packet that is included with our Substitute Information Card. The packet will include the necessary information so that substitutes know the expectations for the various areas of the school. It will also include our voice level chart, and our school wide system for gaining the attention of the students. Substitutes will be met with initially to go over the information and they will be checked in with regularly to see if they need support in anything related to the Binks Way.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Binks Forest Elementary ensures the social-emotional needs of all students by providing many school-wide programs to support our students. This includes a mentoring program for students who need extra social-emotional support with a Binks staff or faculty member. Proud Owl Awards and other Positive Behavior Support Incentives (Binks Way) are given to celebrate positive character traits monthly and these students are recognized on the morning news (WOWL News). We supply school uniforms, school supplies, holiday food and gifts for those students in need. Some school-wide initiatives to meet the social-emotional needs of students at Binks Forest include free breakfast, Binks Forest Elementary Spirit Night and our "Meet the Teacher" opportunities. Parenting workshops are provided through the school counselor for Binks Forest families and the Wellington community. During Red Ribbon Week our school community focuses on ways to say no to drugs and promote healthy and responsible decision making, and planning for the future. Students participate in Suite 360 lessons to promote safety and learn about the dangers of peer pressure and substances. The school also participates in "SEL Day", "Pink Shirt Day" and "Unity Day" (Anti-Bullying) and "Get Your Green On" Day (Mental Health Awareness) to promote empathy and inclusion. Our School-Based Team meets regularly with parents and teachers to support students through data-driven interventions to address the academic needs and behavioral social challenges of students. The school counselor implements a comprehensive school counseling program to meet the social emotional needs of students through small group and individual counseling, and the school counseling Core Curriculum delivered through the SEL class on the Fine Arts wheel. The curriculum delivered is based on the American School Counselor Association's Mindsets and Behaviors and the CASEL Competencies (self-awareness, self-management, responsible decision making, social awareness, and relationship skills). The Behavioral Health Professional helps facilitate behavioral interventions and support for students and families to meet the behavioral and mental health needs of students. The Positive Behavior Intervention and Support (PBIS) Team meets monthly to discuss school-wide climate issues and ideas for improvement. The school holds the distinction of being a PBIS Model School and School of Resilience based on our success in promoting PBIS on campus. At Binks Forest, we follow the "Binks Way" (Be Responsible, Inspire, Navigate Safely, Keep a Positive Attitude, Show Respect). Our teachers provide higher level thinking opportunities and strategies to demonstrate best practices and connections for children regarding their future and college aspirations. Students participate in "College Fridays" on the first Friday of every month, which includes wearing college shirts, and an annual Career Month event that includes live and virtual guest speakers and career experiences to help students prepare for their future.

Our school integrates Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via student protocols and monitoring SwPBS through data. Our SwPBS Team has created a behavior matrix and discussed and reviewed these expectation in alignment to school board 2.09 and Florida State Statute 1003.42. Diversity is supported and celebrated

amongst our students, families, and community. Our school highlights multicultural diversity with the curriculum.

The mental health team collaborates with teachers to identify students who may need extra support. Support is then offered to the students and the families as well, if needed.

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

Creating a positive culture on campus is a top priority at Binks Forest and is achieved through the support of all of our stakeholders.

Students – Students at Binks Forest help to create a positive school culture by following the “Binks Way”, reporting any incidents of bullying behavior, and by setting an example through their kind acts and friendly behavior with peers. Students are recognized each month with “Proud Owl” awards.

Students actively participate in following the BINKS way.

Teachers – Teachers help to promote a positive school climate through rigorous expectations, promoting the Binks Way and reviewing the expectation multiple times a year. Teachers have classroom expectations, reward systems, and maintain regular communication with families.

PBIS Team (Positive Behavior Interventions and Supports)- The PBIS team collects and shares data about student behavior and areas of concern with faculty to help develop individual and school-wide interventions to support positive behavior on campus. The PBIS Team develops initiatives to support the “Binks Way” through recognition systems and school-wide activities that help create a safe and welcoming school climate. The school counselor and behavior health professional serve on this team and help develop and promote these initiatives and interventions.

Parents – Parents are instrumental in helping to create and maintain a positive school culture. At Binks Forest, there is a position on the PTA board that helps to recognize students who are being kind through a monthly “Kindness Hero” award and a school-wide kindness tree in the hallway. PTA has provided funds for initiatives like the “Buddy Bench” on the school playground and painted murals in the hallways to promote positivity and a growth mindset. With the Binks Way in place and students actively doing these things and encouraging others to do so, the positive culture and environment will continue.

As stipulated within Florida Statute & Policy 2.09 Binks Forest Elementary ensures all students receive equal access to the Pillars of Effective Instruction: Students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 Instruction will also be infused as applicable to appropriate grade levels including but not limited to:

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

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

(c) Women's Contribution

(d) Sacrifices of Veterans, and the value of Medal of Honor recipients

(e) Hispanic Contributions

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 - done through a program that addresses: patriotism, responsibility, citizenship, kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

These concepts are introduced as stand-alone and may also be integrated into other core subjects. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for all.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource Blender page, This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum. Additionally, topics are often addressed in greater depth through the school counselor during her instruction on the wheel.

Part V: Budget

1	III.A.	Areas of Focus: Instructional Practice: Math				\$6,795.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	1142	120-Classroom Teachers	2561 - Binks Forest Elementary School	General Fund		\$3,295.00
			<i>Notes: Reflex Math</i>			
	1142	120-Classroom Teachers	2561 - Binks Forest Elementary School	General Fund		\$3,500.00
			<i>Notes: IXL</i>			
Total:						\$24,923.44