

The School District of Palm Beach County

Binks Forest Elementary School



2020-21 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	N/A

* 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 10/21/2020.

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
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 Rtl, ensure implementation of the intervention support and documentation, ensure adequate development to support Rtl implementation. Administrators attend PLC's to provide input and to serve as the educational leaders.
Levy, Michella	Principal	Principal: Provide a common vision for the use of data-based decision making, ensure that the school-based team is implementing Rtl, ensure implementation of the intervention support and documentation, ensure adequate development to support Rtl implementation. Administrators attend PLC's to provide input and to serve as the educational leaders.
Mascia, Sally	Teacher, K-12	Classroom Teacher: Teaches state standards to students, participates in student data collection of the state standards' mastery, communicates with ESE and ELL teachers as needed. Communicates with parents regarding progress of their students.
Gifford, Lisa	Teacher, K-12	Classroom Teacher: Teaches state standards to students, participates in student data collection of the state standards' mastery, communicates with ESE and ELL teachers as needed. Communicates with parents regarding progress of their students.
Cheatham, Missy	Teacher, K-12	Classroom Teacher: Teaches state standards to students, participates in student data collection of the state standards' mastery, communicates with ESE and ELL teachers as needed. Communicates with parents regarding progress of their students.
Appelgate, Lauren	Teacher, K-12	Classroom Teacher: Teaches state standards to students, participates in student data collection of the state standards' mastery, communicates with ESE and ELL teachers as needed. Communicates with parents regarding progress of their students.
Benevides, Jennifer	Teacher, K-12	Classroom Teacher: Teaches state standards to students, participates in student data collection of the state standards' mastery, communicates with ESE and ELL teachers as needed. Communicates with parents regarding progress of their students.
Chapman, Kristyn	Teacher, K-12	Classroom Teacher: Teaches state standards to students, participates in student data collection of the state standards' mastery, communicates with ESE and ELL teachers as needed. Communicates with parents regarding progress of their students.
Egan, Kerrie	Teacher, K-12	Classroom Teacher: Teaches state standards to students, participates in student data collection of the state standards' mastery, communicates with

Name	Title	Job Duties and Responsibilities
		ESE and ELL teachers as needed. Communicates with parents regarding progress of their students.
Rochman, Amy	Teacher, K-12	Classroom Teacher: Teaches state standards to students, participates in student data collection of the state standards' mastery, 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.
Lozano, SueAnn	Teacher, ESE	Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrate core instructional activities/materials to support students' IEP curriculum goals. They communicate with parents regarding the IEP and curriculum progress. They also collaborate with the general education teacher.
Euell, Shelly	Teacher, K-12	Rtl facilitator: Provides expertise in Tiered 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 Tiered intervention plans.

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.*

8

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.*

13

Total number of teacher positions allocated to the school

65

Demographic Data

2020-21 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
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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
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2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

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	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	0

Date this data was collected or last updated

Thursday 9/3/2020

Prior Year - 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	122	133	157	148	177	183	0	0	0	0	0	0	0	920
Attendance below 90 percent	4	7	8	9	14	15	0	0	0	0	0	0	0	57
One or more suspensions	0	0	0	1	0	1	0	0	0	0	0	0	0	2
Course failure in ELA or Math	7	13	11	22	18	23	0	0	0	0	0	0	0	94
Level 1 on statewide assessment	0	0	0	9	4	12	0	0	0	0	0	0	0	25

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	

Students with two or more indicators	0	2	4	9	4	7	0	0	0	0	0	0	0	26
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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	4	1	1	0	0	0	0	0	0	0	0	0	6
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Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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Prior Year - 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	122	133	157	148	177	183	0	0	0	0	0	0	0	920
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Attendance below 90 percent	4	7	8	9	14	15	0	0	0	0	0	0	0	57
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One or more suspensions	0	0	0	1	0	1	0	0	0	0	0	0	0	2
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Course failure in ELA or Math	7	13	11	22	18	23	0	0	0	0	0	0	0	94
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Level 1 on statewide assessment	0	0	0	9	4	12	0	0	0	0	0	0	0	25
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The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	

Students with two or more indicators	0	2	4	9	4	7	0	0	0	0	0	0	0	26
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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	4	1	1	0	0	0	0	0	0	0	0	0	6
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Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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Part II: Needs Assessment/Analysis

School Data

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	88%	58%	57%	86%	53%	55%
ELA Learning Gains	78%	63%	58%	75%	59%	57%
ELA Lowest 25th Percentile	78%	56%	53%	53%	55%	52%

School Grade Component	2019			2018		
	School	District	State	School	District	State
Math Achievement	94%	68%	63%	86%	62%	61%
Math Learning Gains	84%	68%	62%	68%	62%	61%
Math Lowest 25th Percentile	86%	59%	51%	54%	53%	51%
Science Achievement	82%	51%	53%	81%	51%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data
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	2019	79%	54%	25%	58%	21%
	2018	86%	56%	30%	57%	29%
Same Grade Comparison		-7%				
Cohort Comparison						
04	2019	91%	62%	29%	58%	33%
	2018	88%	58%	30%	56%	32%
Same Grade Comparison		3%				
Cohort Comparison		5%				
05	2019	90%	59%	31%	56%	34%
	2018	82%	59%	23%	55%	27%
Same Grade Comparison		8%				
Cohort Comparison		2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	93%	65%	28%	62%	31%
	2018	95%	63%	32%	62%	33%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2019	96%	67%	29%	64%	32%
	2018	84%	63%	21%	62%	22%
Same Grade Comparison		12%				
Cohort Comparison		1%				
05	2019	90%	65%	25%	60%	30%
	2018	93%	66%	27%	61%	32%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		-3%				
Cohort Comparison		6%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	82%	51%	31%	53%	29%
	2018	72%	56%	16%	55%	17%
Same Grade Comparison		10%				
Cohort Comparison						

Subgroup Data

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						
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				
2017 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 2015-16	C & C Accel 2015-16
SWD	46	43	34	51	39	33	16				
ELL	63	58	47	63	53	42					
ASN	97	71		97	71		92				
BLK	71	61	40	60	61	27	80				

2017 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 2015-16	C & C Accel 2015-16
HSP	81	72	46	83	67	53	76				
MUL	91	91		97	67						
WHT	87	77	61	88	70	59	82				
FRL	70	64	43	73	65	58	68				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	82
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	65
Total Points Earned for the Federal Index	655
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	68
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	82
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	92
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	81

Black/African American Students	
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	85
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	79
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	83
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	82
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

5th grade ELA performed the lowest in ELA achievement as indicated on the FY 20 district diagnostics. 17% (32 of 190 students) scored a level 1 or level 2 on this test. One of the contributing factors may have been the number of new students we received in 5th grade at the beginning of the school year. They came to us much lower than our current students. Students who are migrant, or move, sometimes lose valuable learning opportunities due to the change in schools.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

3rd grade ELA FY19 diagnostic to FY 20 diagnostic ELL decreased 33.3%. Some of the factors that contributed to this decline was the lack of consistency in attending school and the amount of time students were at our school. Some of these students were homeless and had other mitigating factors. Many of them were uneducated in their native language as well.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Due to the lack of data due to no statewide testing in FY20, we will continue with FY 20 goals for FY 21.

Which data component showed the most improvement? What new actions did your school take in this area?

3rd grade ELA increased 10.93% from FY 19 to FY 20 diagnostic. We provided additional professional development on small group instruction. We facilitated the Professional Learning Communities weekly where we analyzed data and set next steps based on the data. We utilized Fountas and Pinnell guided reading kits for each classroom to increase mastery on each ELA standards.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Based on the data, our focus will be on decreasing course failure and increasing achievement for grades 3, 4, and 5 in the area of ELA. We will identify learning gaps quickly and focus on the remediation of the standards, foundational skills needed and the unique learning styles of the individual students. With the dual modality of learning both Brick and Mortar and Distance Learning, we need to ensure that the modality of learning is not impacting the students' mastery of the standards. Quick identification of strategies that work effectively with the targeted students is imperative. Review of data and strategy implementation pathways will be discussed regularly with teachers and administration who will be in attendance at the Professional Learning Communities (PLC's). During the PLC's we will look at all students and each individual subgroup to identify the learning gaps. The use of small group instruction, individual instruction, technology, data chats with students and their parents, and tutorial programs will help to provide additional targeted interventions for students. The use of our mentoring program and Behavioral Health Professional will help to meet the emotional needs of students who may be struggling and therefore not mastering the standards.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Increasing student achievement in the area of reading is our number one priority. Reading is foundational to all other subjects. If students do not do well in reading, their other scores may be impacted. Additional professional development will be offered in small group and whole group instruction. During PLC's, data will be disaggregated to help us to understand what exactly the students are mastering and what they are having difficulties with. Further conversations will be held

on next steps for each and every student.

2. Though our number of ELL students is not large, we need to close the gap in achievement for these students. Providing equity for all the ELL's is important. Great care was taken in creating schedules to ensure that students would receive the most support. Students in this subgroup will be monitored specifically for their progress and mastery on the standards and will receive additional support by teachers ensuring lessons are planned based on the specific needs of the students. Additional professional development will be provided for teachers who interact with ELL students.

3. Identifying higher mobility students immediately is another high priority for us. Our school has a number of equestrian families that come and go at certain times of the year. We will work together to tailor interventions that will meet their specific needs. Often times, we need to make up gaps in their learning due to their late start at our school and their early withdrawal.

4. Quickly and thoroughly identifying students with achievement gaps across all subgroups is another priority. Students who fall within our ESSA subgroups will be specifically monitored for progress and receive additional support by teachers ensuring lessons are planned based on the specific needs of the students. We will determine the best strategies in working with these students.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Our area of focus will be to increase achievement and gains in ELA, with a targeted emphasis on 3rd grade achievement. When looking at our overall data, 3rd grade has been trending downwards in ELA achievement. We went from 90% in FY17, 86% in FY18, to 79% in FY19. This is a drop of 11% over 3 years. This area of focus aligns to the District Strategic Plan to have students be proficient readers by 3rd grade. 4th and 5th grade improved, but continued focus will also be on their continued improvement. 4th grade went from 88% to 91% in FY18 to FY19 and 5th grade went from 82% to 90% in FY18 to FY19.

Measureable Outcome: Our measurable goal for FY21 will be an overall ELA achievement of 95% which will be an increase of 7% from FY19.

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 I-Ready 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 ELA classrooms.

Rationale for Evidence-based Strategy:

1. Additional time for instruction and various modalities of learning empower students to learn (tutorials and in-class support),
2. Research-based materials and programs provide proven ways for students to interact with standards and make gains.
3. Professional Learning Communities and regular data chats ensure accountability - holding teachers accountable for their instruction and the mastery of standards by their students. These PLC's will help guide teachers in the next steps needed for their individual students.
4. Differentiated small group instruction is effective because it specifically targets what each student needs.

Action Steps to Implement

1. Focus on alignment of standards with targeted instruction and targeted assessments during the school day and during tutorials.
2. Meeting weekly with 3rd grade ELA to create and monitor a plan that includes the use of research-based materials and research-based teaching strategies.
3. Professional Learning Communities will be attended by teachers, administration, and support staff.

During

the PLC's there will be discussion on how to increase student achievement and gains.

4. Provide additional professional development on balanced literacy with a focus on small group instruction.

5. Monitor small group instruction daily to ensure differentiation is occurring to meet the needs of each student.

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

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

In alignment with the District's Strategic Plan and with the goal to increase the academic instruction of all students, students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards including the content required by Florida State Statute 1003.42 continuing to develop a Single School Culture of excellence in academics, behavior and climate with an appreciation of multicultural diversity in alignment to S.B. policy 2.09 with a focus on the instruction of the

***History of the Holocaust**

***History of African Americans**

***Study of the contributions of Hispanics and Women to the United States**

***Sacrifices of Veterans serving our country**

Within our school, teachers will articulate, demonstrate, and teach the specific practices that reflect the application of the school's SwPBS universal guidelines of students practicing being responsible, respectful and ready to learn. Adults across the campus will clarify their expectations for positive interpersonal interactions and create the structures for a single school culture.

School-wide Positive Behavior Support is another school-wide improvement priority. 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. The school updates the action plans regularly. SWPBS is a 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. 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. The School Counselor facilitates a systemic " Girl Talk" curriculum with all 5th grade girls to promote a positive transition to middle school and addresses the issues of relational aggression and self-efficacy and group cohesion. The Behavior Health Professional 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. School safety is an additional school-wide improvement priority. Dismissal procedures have been changed to increase heightened security and health safety for all students.

The leadership team, along with staff members, will work together to help increase the attendance of all students especially the ones who are below 90% attendance. A follow up system will be devised and followed by teachers, support staff, and administration. The follow up system will include tracking students, phone calls and emails out to parents/guardians for any student absence. The School Counselor and Behavioral Health Support personnel will provide support for any students who needs assistance emotionally to attend school.

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 ensuring all stakeholders are involved.

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 and other Positive Behavior Support (Binks Way) awards 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 and parenting book discussion are provided through the school counselor for Binks parents and the community. During Red Ribbon Week our school focuses on ways to say no to drugs, provides positive role models to follow and sets high aspirations for the students. 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 Behavioral Health Professional helps facilitate behavioral interventions and support for students and families to meet the behavioral and mental health needs of students. The School Wide Positive Support Team meets monthly to discuss school-wide climate issues and ideas for improvement. 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. 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 Fine Arts wheel.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$13,961.80
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	1142	120-Classroom Teachers	2561 - Binks Forest Elementary School	General Fund		\$0.00
			<i>Notes: Generation Genius science on-line program. This will assist with science and also with meeting the needs of individual reading needs.</i>			
	1142	120-Classroom Teachers	2561 - Binks Forest Elementary School	General Fund		\$2,494.40
			<i>Notes: Wilson Language Training Foundation student consumables k-2</i>			

	1142	120-Classroom Teachers	2561 - Binks Forest Elementary School	General Fund		\$3,741.53
			<i>Notes: Curriculum Associates 2nd and 5th grade consumables to support reading standards mastery FI I-Ready</i>			
	1142	120-Classroom Teachers	2561 - Binks Forest Elementary School	General Fund		\$167.20
			<i>Notes: Frog Publication Reading support "Drops in a Bucket levels C and D"</i>			
	1142	120-Classroom Teachers	2561 - Binks Forest Elementary School	General Fund		\$1,582.24
			<i>Notes: Science Coach books from School Specialty to support reading and science instruction.</i>			
	1142	120-Classroom Teachers	2561 - Binks Forest Elementary School	General Fund		\$5,976.43
			<i>Notes: K-1, 3-5 Scholastic Classroom Magazines and Story Works on-line and print components to support reading instruction</i>			
					Total:	\$13,961.80