

The School District of Palm Beach County

Binks Forest Elementary School



2018-19 Schoolwide Improvement Plan

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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	25%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	42%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	A	A	A*

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/14/2018.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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>.

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 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
Castellanos, Jaime	Teacher, ESE
Stepanek, Mary	Teacher, K-12
Cheatham, Missy	Teacher, K-12
Appelgate, Lauren	Teacher, K-12
All Area Directors, (1-5)	
Benevides, Jennifer	Teacher, K-12
Tanis, Rachael	Teacher, K-12

Duties

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

Each member of the Instructional Leadership Team assists in guiding the school to achieve higher levels of mastery on the Florida Standards for reading, writing, math, and science.. The teachers represent their team's voice by acting as a liaison between administration and instructional staff. All school-based decisions are made with the leadership team after they receive input from the teachers they represent.

All team members organize and facilitate Professional Learning Communities (PLC's), Professional Learning Communities allow for a time that team members can meet regularly to discuss current data and any trends within the data. The team members help to monitor data and provide suggestions for strategies that may help to remediate students struggling with standards mastery. Team members seek out additional resources that are standards-based that may assist in moving students to a higher

mastery of the standards. Team members also provide professional development to colleagues in a targeted manner. The professional development that is delivered is based on the needs of individual teachers. This provides additional support for targeted areas. At times, these teachers work one on one with other teachers. Sometimes, they work with their entire grade or team. Other times, they present to the entire staff if data indicates a trend among the grade levels.

Specifically, the Principal and Assistant Principal provide the vision for the direction in which the school will go. This is determined by data and input from the teachers. Administration will overlook the use of data and selected strategies in targeting the individual needs of the students. They work closely with the classroom teachers as well as the exceptional student education teachers, the supplemental academic instruction teacher, and the ESE coordinator to make sure that focused professional development and PLC's are occurring in the school. They follow up to make sure that the professional development strategies are being implemented with fidelity and that in turn they are making a positive impact on student growth.

Early Warning Systems

Year 2017-18

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	10	14	5	14	20	10	0	0	0	0	0	0	0	73
One or more suspensions	0	1	0	0	1	0	0	0	0	0	0	0	0	2
Course failure in ELA or Math	9	6	16	12	28	20	0	0	0	0	0	0	0	91
Level 1 on statewide assessment	0	0	0	10	17	29	0	0	0	0	0	0	0	56

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	1	2	1	6	15	15	0	0	0	0	0	0	0	40

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	2	0	3	0	0	0	0	0	0	0	0	0	5
Retained Students: Previous Year(s)	5	5	6	4	10	9	0	0	0	0	0	0	0	39

Date this data was collected

Friday 8/17/2018

Year 2016-17 - 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	
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

Year 2016-17 - 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	
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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Science achievement, as a trend, has performed the lowest as compared to ELA and math achievement. We have dropped from 87% to 73% over the past two years. The ELA lowest 25% is also an area of concern. Even though we improved by 8% from last year, we are still only 61% in this area.

Which data component showed the greatest decline from prior year?

Science showed a decline from FY17 to FY18 (81% to 73%).

Which data component had the biggest gap when compared to the state average?

Binks is well above the state and district averages in ELA, math, and science.

Which data component showed the most improvement? Is this a trend?

The component that increased the most from the previous year was math lowest 25%. This is not a trend as we had dropped the previous year. After adding many effective strategies we made significant gains this past year in math lowest 25%..

Describe the actions or changes that led to the improvement in this area.

We implemented multiple strategies to help increase our lowest 25% in math. One change we made was to follow a new scope and sequence that was better aligned to the state standards and also helped to meet the specific needs of our students. Another change that we made was to add a weekly at-home standards based practice. This initiative allowed students to practice grade level skills and continue to review them throughout the year. Periodically an assessment was given to review previous and current standards. Also, morning math labs were added prior to the school day. We looked at the specific standards in which our lowest 25% math students struggled. Tens Mark licenses were purchased to allow targeted instruction on these identified weaknesses. In addition, direct instruction math tutoring was offered before and after school. The teacher / student ratio was kept very low to better individualize instruction. A math Professional Learning Community (PLC) was initiated to oversee the news strategies and programs and to monitor data and progress of the students.

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	2018			2017		
	School	District	State	School	District	State
ELA Achievement	86%	57%	56%	84%	52%	52%
ELA Learning Gains	77%	61%	55%	73%	56%	52%
ELA Lowest 25th Percentile	61%	56%	48%	64%	51%	46%
Math Achievement	91%	65%	62%	90%	61%	58%
Math Learning Gains	82%	63%	59%	84%	61%	58%
Math Lowest 25th Percentile	72%	53%	47%	67%	51%	46%
Science Achievement	73%	56%	55%	87%	53%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	10 (12)	14 (11)	5 (16)	14 (16)	20 (12)	10 (12)	73 (79)
One or more suspensions	0 (0)	1 (0)	0 (0)	0 (0)	1 (0)	0 (1)	2 (1)
Course failure in ELA or Math	9 (7)	6 (7)	16 (9)	12 (24)	28 (32)	20 (24)	91 (103)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	10 (7)	17 (25)	29 (20)	56 (52)

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	2018	86%	56%	30%	57%	29%
	2017	90%	54%	36%	58%	32%
Same Grade Comparison		-4%				
Cohort Comparison						
04	2018	88%	58%	30%	56%	32%
	2017	81%	57%	24%	56%	25%
Same Grade Comparison		7%				
Cohort Comparison		-2%				
05	2018	82%	59%	23%	55%	27%
	2017	82%	52%	30%	53%	29%
Same Grade Comparison		0%				
Cohort Comparison		1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	95%	63%	32%	62%	33%
	2017	90%	62%	28%	62%	28%
Same Grade Comparison		5%				
Cohort Comparison						
04	2018	84%	63%	21%	62%	22%
	2017	78%	64%	14%	64%	14%
Same Grade Comparison		6%				
Cohort Comparison		-6%				
05	2018	93%	66%	27%	61%	32%
	2017	84%	61%	23%	57%	27%
Same Grade Comparison		9%				
Cohort Comparison		15%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	72%	56%	16%	55%	17%
	2017					
Cohort Comparison						

Subgroup Data

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						

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
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				
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				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	1. To increase achievement and gains in ELA. 2. To improve science achievement.
Rationale	<p>*ELA has the lowest percent of gains when compared to all academic areas. This area of focus aligns to the district strategic plan to have students be proficient readers by 3rd grade. Although students with disabilities showed growth, we want to continue to show gains in this area.</p> <p>*Science achievement has a trend of decreasing over the past few years.</p> <p>*Improve ELA proficiency by 6% to to achieve our growth target.</p>
Intended Outcome	*Improve science proficiency by 3 %.The science achievement was 87% in FY 16 and dropped to 73% in FY 18.
Point Person	Michella Levy (michella.levy@palmbeachschools.org)
Action Step	
Description	<p>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. Binks Forest Elementary will continue to develop a single school culture and appreciation of multicultural diversity with a focus on Reading and science. This will be done in alignment with SB 2.09 as applicable to appropriate grade levels, including, but not limited to: history of Holocaust, history of Africans and African Americans, Hispanic contributions, women's contributions, sacrifices of Veterans and the value of the Medal of Honor recipients.</p> <p>*Academic tutoring is offered to students struggling in reading and science. This tutoring will be held before, during and after school by qualified instructors using researched based resources and materials. The tutoring will be differentiated to meet the specific needs of all students. The data will be monitored on an individual basis and adjustments made to meet the needs of each individual student.</p> <p>*During science instruction, investigative and hands-on lessons will be used to introduce concepts and reinforce content. Fair game standards will be emphasized in grades 3 and 4 and retaught and reviewed in grade 5. The teaching of these will be differentiated to meet the needs of each individual student. Strategies to teach science will be discussed thoroughly in the science PLC and with all science teachers. New effective teaching strategies will be added to cover the standards. Stemsscopes will be used as a resource to assist in teaching the standards in science. Teachers will attend on-going professional development throughout the year targeted on their own specific learning needs.</p> <p>* ELA students are chosen and placed in small groups based on a phonics assessment that shows their word sound deficiencies. The phonics program, The Wilson Reading System, will be utilized. This is a direct instruction program designed to focus on phonics for children with severe reading deficiencies. Foundations, a phonics based instruction program will be used to assist struggling readers in grades K-2. The individual learning needs of each student will be addressed with the use of these two programs.</p> <p>* Science and ELA PLC's are conducted to analyze data and plan new instructional strategies, to reflect on the effectiveness of instruction, and to create instructional practices to increase proficiency on performance assessments.</p> <p>*STEAM lab for grades 3-5 will assist students in learning and reviewing the Fair Game Standards.</p> <p>*STEAM Night will be held for all students so they can expand their knowledge of the state</p>

science standards.

*Invention Convention and The Science Fair will be held to help students understand the scientific process and to help further their understanding of the state science standards.

Person Responsible Karen Berard (karen.berard@palmbeachschools.org)

Plan to Monitor Effectiveness

Description

- *Administration will monitor instruction and student data with frequent data chats analyzing student performance and altering tutorial instruction as needed (I-Ready, diagnostics, reading running records, classroom assessments). The focus will be on the individual within the classroom and the tutoring group. Follow up strategies will be implemented to help each student excel to their highest capability.
- *Teachers will monitor individual student learning with frequent checks of student science journal entries that show mastery of science investigative hands on lessons. Teachers will give review assessments on the Fair Game standards. Remediation, if needed, will target each individual student's specific needs.
- *The Wilson teacher will evaluate a student's performance at the end of each sub-step through a word reading evaluation.
- *Administrators will monitor and direct teachers' analysis of data during PLC's to ensure that the instruction is aligned with the student's needs that are reflected in the data. Administrators will conduct classroom observations to monitor teacher implementation of data driven lessons planned during the PLC's.

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

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

In order to increase parental involvement, parents will receive emails, call outs, newsletters and Remind/Class Dojo 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 Gateway, our school's website. The school's mission and vision statements are posted throughout the school. Parents complete school effectiveness surveys at the end of each school year. We provide interactive tutorials for reading, educational technology and Gateway 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 informational nights and guest speakers. Parents are made aware through flyers and information provided on Gateway. In addition, parents are asked to participate as guest speakers during

the school's annual school-wide career week. They are also encouraged to become involved in grade level special events and field trips.

- Learning opportunities and resources are provided to families of students with disabilities 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.

PFEP Link

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

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 integrates Single School Culture for academics, climate and behavior. The school 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. We supply school uniforms, school supplies, holiday food and gifts for those students in need. Other school-wide initiatives to meet the social-emotional needs of students at Binks include school counseling small groups and interventions, free breakfast, Binks Spirit Nights and our meet the teacher opportunities. Parenting workshops and book discussions 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, provide 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 intervention to address the academic and behavioral needs of students. The School Wide Positive Behavior Support Team meets monthly to discuss school-wide climate issues and ideas for improvement. At Binks, 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 regarding students' future and college aspirations. One of the components of the Comprehensive School Counseling program at Binks is the school counseling Core Curriculum. It addresses academic, social-emotional and career development. Teachers monitor student achievement data, diversify the instruction and plan accordingly to meet student goals through differentiated instruction.

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. There is a direct correlation between instructional practice and student performance. 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 learn 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.

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 RtI, ensures implementation of the intervention support and documentation, ensures adequate development to support RtI implementation.

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

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. .

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.

RtI 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.

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 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.

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 are addressed 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

speaking 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 monthly college shirt days. This encourages students to begin thinking about their future and planning for a successful transition to middle school and beyond.

Part V: Budget

Total:	\$45,909.00
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