



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Binks Forest Elementary School

15101 BENT CREEK RD

Wellington, FL 33414

561-904-9800

www.edline.net/pages/binks_forest_elementary_school

School Demographics

School Type Elementary School	Title I No	Free and Reduced Lunch Rate 21%
Alternative/ESE Center No	Charter School No	Minority Rate 37%

School Grades History

2013-14 A	2012-13 A	2011-12 A	2010-11 A
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SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Binks Forest Elementary School

Principal

Michella Levy

School Advisory Council chair

Mara Goron

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Michella Levy	Principal
Karen Berard	Assistant Principal
Christine McDermott	1st grade teacher
Kelli Morine	2nd grade teacher
Shelly Euell	3rd grade teacher
Starla Davis	3rd grade teacher
Gianna Gouveia	4th grade teacher
Debbie Wilson	5th grade teacher
Amy Hessler	Kindergarten teacher

District-Level Information

District

Palm Beach

Superintendent

Mr. E. Wayne Gent

Date of school board approval of SIP

11/19/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Sac Chairperson - Mara Goron

Principal - Michella Levy

Secretary - Jay Webber

Twenty five members make up the School Advisory Council (SAC) which consist of 20% school board employees and 80% parent / community members.

The SAC chairperson is appointed. A notification of the SAC selection process is sent home with students in March. Members are selected by the end of the school year. The SAC membership consists

of members selected from the following groups: parents, teachers, support employees, business/ community members (selected by current SAC) and the principal. Replacement members are appointed by SAC members and/or the principal. A representative from the PTA will serve as liaison.

Involvement of the SAC in the development of the SIP

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

Activities of the SAC for the upcoming school year

The SAC will meet monthly to address the following items...
develop and oversee the implementation of the SIP, enlist, promote, and support greater interactions between school and community, provide input and decisions in matters concerning the disbursement of school improvement funds, if available, and other monies related to school improvement, and to ensure that such expenditures are consistent with the SIP, and make decisions based on available data.

Projected use of school improvement funds, including the amount allocated to each project

No funds are currently being distributed for School Improvement Funds.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

We are compliant with section 1001.452 F.S.

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Michella Levy

Principal

Years as Administrator: 8

Years at Current School: 2

Credentials

Master of Arts Degree in Educational Leadership
 Bachelor's of Science Degree in Elementary Education
 Certified in Exceptional Student Education (ESE)
 ESOL endorsed

Performance Record

2012-2013 Binks Forest Elementary
 Grade A
 90% of students met high standards in reading,
 86% of students met high standards in math
 85% of students met high standards in writing
 84% of students met high standards in science
 76% made learning gains in reading
 76% made learning gains in math
 70% of the lowest 25% in reading made learning gains
 74% of the lowest 25% in math made learning gains
 2011-2012 Binks Forest Elementary
 Grade A
 91% of students met high standards in reading,
 90% of students met high standards in math
 96% of students met high standards in writing
 83% of students met high standards in science
 86% made learning gains in reading
 86% made learning gains in math
 89% of the lowest 25% in reading made learning gains
 65% of the lowest 25% in math made learning gains
 2010-2011 Hidden Oaks Elementary
 Grade A
 83% of students met high standards in reading,
 84% of students met high standards in math
 85% of students met high standards in writing
 72% of students met high standards in science

Karen Berard		
Asst Principal	Years as Administrator: 6	Years at Current School: 1

Credentials	Specialist in School Leadership Masters in Curriculum & Instruction Bachelor's of Science in Elementary ESOL Endorsed
Performance Record	2012-2013 Binks Forest Elementary Grade A 90% of students met high standards in reading, 86% of students met high standards in math 85% of students met high standards in writing 84% of students met high standards in science 76% made learning gains in reading 76% made learning gains in math 70% of the lowest 25% in reading made learning gains 74% of the lowest 25% in math made learning gains 2011 2012 Palmetto Elementary Grade A 46% of students met high standards in reading, 55% of students met high standards in math 78% of students met high standards in writing 59% of students met high standards in science 74% made learning gains in reading 84% made learning gains in math 2010 2011 Palmetto Elementary Grade C 65% of students met high standards in reading, 65% of students met high standards in math 85% of students met high standards in writing 54% of students met high standards in science

Classroom Teachers

# of classroom teachers	72
# receiving effective rating or higher	72, 100%
# Highly Qualified Teachers	100%
# certified in-field	70, 97%
# ESOL endorsed	66, 92%
# reading endorsed	6, 8%

with advanced degrees

21, 29%

National Board Certified

7, 10%

first-year teachers

4, 6%

with 1-5 years of experience

9, 13%

with 6-14 years of experience

30, 42%

with 15 or more years of experience

26, 36%

Education Paraprofessionals

of paraprofessionals

4

Highly Qualified

4, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

4

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Administrators attend the district job fair to recruit highly qualified teachers. Administrators have set up a rigorous screening and interview process. To retain teachers, the school uses a school-based mentoring program as well as the county Educator Support Program (ESP) to mentor teachers.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

The school's mentoring program consists of assigning each teacher needing a mentor, one or more master teachers who can assist him or her in all areas. Teachers are partnered up based on similar subject and grade level. Mentees have the opportunity to observe their mentors. The mentors observe the mentees to give feedback on strengths and opportunities for growth. Feedback allows the mentees the stimulus for areas in which to reflect. The state's program is followed and implemented which includes focus on the targeted EAP's and other useful activities that help the

teachers acclimate to the school's climate and procedures. Teachers have the opportunity to attend professional development on and off campus to help support their strengths and to also be able to target their areas that need to be developed. Administration is a part of the Educator Support Program as well as the school's own mentoring program.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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.

RtI Facilitator (SAI teacher): Provides expertise in Tier 3 interventions and assists school staff with identification of specific student deficiencies and matches student to research-based interventions. **ESE Contact:** Provides a focus for the meetings and assists with state and district policies. **Selected General Education Teachers: Primary and Intermediate):** Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention with Tier with Tier 2/3 activities.

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

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

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

Guidance 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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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

The team will meet as needed to engage in the following activities;

Review screening data and connect to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks.

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

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

SAI/ Rtl resource teacher keeps documentation on all students in Tiers to meet with teachers to assure that all students in the Tier process are getting what they need. Administration attends Rtl/ SBT meetings and meets with Rtl resource teacher on a monthly basis to discuss data.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline data: Fountas & Pinell Literacy Assessment, Scholastic Reading Inventory (SRI), District Diagnostics, Florida Comprehensive Assessment Test 2.0 (FCAT), FLKRS (kindergarten), Diagnostic Assessment for Reading (DAR),
 Midyear: SRI, Winter District Diagnostic, Fountas & Pinnel Literacy Assessment
 End of year: FCAT 2.0, SRI, Spring District Diagnostic (Grade 2), Fountas & Pinnell Literacy Assessment,
 attendance reports and Educational Data Warehouse (EDW) reports

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

A schedule will be developed to ensure that all students have adequate time for all tiers.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 2,180

An after school and Saturday tutorial program is provided to students in grades three through five performing in the lowest 25% in the areas of reading, writing and math. Students work in small groups of six to seven students with one teacher on skills covered on the FCAT 2.0 and test taking strategies.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Students take a pretest and a post-test in each subject area. Teachers and administrators analyze each test to look for areas of strength and weakness. Teachers then drive instruction based on those strengths and weaknesses. For students in fourth and fifth grades, FCAT 2.0 data is compared to the previous years to show gains. These reports are generated by the Educational Data Warehouse (EDW).

Who is responsible for monitoring implementation of this strategy?

Administrators, Tutorial Coordinator, Tutorial Teachers

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Jean Marie Hempfling	Chairperson, 1st grade teacher
Samantha Smith	member, kg. teacher
Nancy Cabral	member, 2nd grade teacher
Ann Gormley	member, 2nd grade teacher
Emily MacMillan	member, 3rd grade teacher
Karen Carney	member, 4th grade teacher
Sandra Oliver	member, 5th grade teacher
Jaime Castellanos	member, ESE representative
Karen Berard	member, administration
Michella Levy	member, administration

How the school-based LLT functions

The committee holds monthly meetings to discuss school-wide reading data and best practices. Each member of the committee brings information back to their grade level teams.

Major initiatives of the LLT

To hold a school-wide literacy night
 Conduct reading parent workshops
 Promote school-wide reading counts initiatives
 Continue use of school-wide reader's notebooks

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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 they can expect. 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.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	88%	90%	Yes	90%
American Indian				
Asian	93%	93%	Yes	93%
Black/African American	72%	78%	Yes	75%
Hispanic	86%	83%	No	87%
White	90%	91%	Yes	91%
English language learners				
Students with disabilities	64%	63%	No	68%
Economically disadvantaged	80%	76%	No	82%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	116	20%	18%
Students scoring at or above Achievement Level 4	398	69%	71%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	435	76%	78%
Students in lowest 25% making learning gains (FCAT 2.0)	32	70%	72%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		42%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		42%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		42%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	153	86%	88%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	87%	86%	No	88%
American Indian				
Asian	94%	96%	Yes	95%
Black/African American	60%	78%	Yes	64%
Hispanic	78%	75%	No	81%
White	90%	87%	No	91%
English language learners				
Students with disabilities	65%	57%	No	69%
Economically disadvantaged	75%	72%	No	78%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	135	23%	21%
Students scoring at or above Achievement Level 4	357	62%	64%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	435	76%	78%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	27	74%	76%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	38	19%	17%
Students scoring at or above Achievement Level 4	127	65%	67%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	103		123
Participation in STEM-related experiences provided for students	1080	100%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	8	1%	0%
Students retained, pursuant to s. 1008.25, F.S.	9	1%	0%
Students who are not proficient in reading by third grade	22	11%	9%
Students who receive two or more behavior referrals	1	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	3	0%	0%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

In order to get 86% of parental involvement, parents will receive emails, call outs, newsletters and Edline postings to maintain and increase parent participation. We have Meet the Teacher, Open House, Science and Literacy Nights, family dances, Common Core Parent Trainings and many other fun family events.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
86% of our parents will attend at least two school events according to sign-in sheets and the Volunteer in Public School System.	907	84%	86%

Area 10: Additional Targets

Additional targets for the school

Binks Forest Elementary will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- *History of Holocaust
- *History of Africans and African Americans
- *Hispanic Contributions
- *Women's Contributions
- *Sacrifices of Veterans

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Binks Forest Elementary will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b).	1080	100%	100%

Goals Summary

- G1.** Increase student achievement on FCAT Writing 2.0 by 2%
- G2.** Increase student achievement of FCAT 2.0 Reading by 2%.
- G3.** Increase student achievement on FCAT 2.0 Math by 2%.
- G4.** Increase student achievement on FCAT Science by 2%.

Goals Detail

G1. Increase student achievement on FCAT Writing 2.0 by 2%

Targets Supported

- Writing

Resources Available to Support the Goal

- Lucy Calkins' Unit of Study, mentor texts and Empowering Writers Program
- Lucy Calkins' Unit of Study A writing workshop approach to teaching writing.
- Mentor Text Text used to model strategies for writing.
- Empowering Writers Program A resource used with 4th grade students to model and practice writing strategies

Targeted Barriers to Achieving the Goal

- Accessibility to training for teachers.

Plan to Monitor Progress Toward the Goal

Teachers analyze data in Learning Team Meetings to determine if progress toward the goal is satisfactory

Person or Persons Responsible

Classroom teachers and administrators

Target Dates or Schedule:

weekly

Evidence of Completion:

Palm Beach Writes for grade 4, Palm Beach Writing Assessment for grades K, 1, 2, 3 and 5, Florida Writes 2.0, Learning Team Meeting notes

G2. Increase student achievement of FCAT 2.0 Reading by 2%.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- Writing

Resources Available to Support the Goal

- Balanced literacy program, Leveled Literacy Intervention (LLI), tutorial program
- A balanced literacy approach is a differentiated approach to teaching reading and writing. It is designed to help all students learn to read and write effectively
- Leveled Literacy Intervention is a small group, supplementary literacy intervention designed to help teachers with small group instruction for the lowest achieving students at their grade level
- A tutorial program will be provided in reading, writing, and math for students in grades 3-5 who are performing in the lowest 25%.

Targeted Barriers to Achieving the Goal

- Accessibility and time for teacher training

Plan to Monitor Progress Toward the Goal

Teachers analyze data in Learning Team Meetings to determine if progress toward s the goal is satisfactory.

Person or Persons Responsible

Teachers and administrators

Target Dates or Schedule:

Weekly

Evidence of Completion:

FCAT 2.0 results, Palm Beach County Diagnostic results, Learning Team Meeting notes

G3. Increase student achievement on FCAT 2.0 Math by 2%.

Targets Supported

Resources Available to Support the Goal

- Utilize technology (Think Central, Mobi, Core K12, Reflex Math), guided math groups, and math centers
- Think Central- Utilize Think Central for scope and sequence and guide instruction. To assign enrichment and intervention based activities
- Think Central- Utilize Think Central for scope and sequence to guide instruction, assign student independent practice for enrichment and intervention based activities
- Mobi- Utilize Interwrite Mobi Pads to increase students' academic success
- Core K12- A resource used to create rigorous assessments
- Reflex Math- The reflex system combines research-proven methods and innovative technology to provide the most effective math fluency solution available
- Guided Math Groups- Teachers will form guided math groups to enrich and support academic instruction when necessary while using math manipulatives
- Math Centers- Teachers will differentiate math centers to increase academic success

Targeted Barriers to Achieving the Goal

- Accessibility and time for teacher training.

Plan to Monitor Progress Toward the Goal

Student Work Samples, Benchmark Assessments, Think Central Assignments, Student/Teacher Conference Notes from Data Chats

Person or Persons Responsible

Teachers and Students

Target Dates or Schedule:

Daily

Evidence of Completion:

Math FCAT 2.0

G4. Increase student achievement on FCAT Science by 2%.

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

- Teachers will utilize technology, hands-on labs, and science notebooks
- Teachers will utilize Think Central, Learning Village, district and area 3 websites, and Core K-12 for planning, scope and sequence, and assessments. These resources will be used to guide enrichment and remediation activities and to monitor academic progress. Other academic technology will be utilized to support academic achievement such as Science Fusion, Digital Lesson, Brain Pop, and United Streaming
- Teachers will engage students in hands-on laboratory experiments at least one time per week using the 5E model
- Science notebooks will be utilized to help students synthesize gained knowledge.

Targeted Barriers to Achieving the Goal

- Lack of time for technology training and lack of accessibility to trainings.

Plan to Monitor Progress Toward the Goal

Teachers analyze data regularly, including analyzing data at Learning Team Meetings, to determine if progress toward the goal is satisfactory.

Person or Persons Responsible

Classroom teachers, administration

Target Dates or Schedule:

Weekly

Evidence of Completion:

Science diagnostics, Science FCAT, Learning Team Notes

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase student achievement on FCAT Writing 2.0 by 2%

G1.B1 Accessibility to training for teachers.

G1.B1.S1 Professional development days and faculty meetings will be reorganized to allow more time for teachers to meet, plan and develop lessons.

Action Step 1

Teachers will be given time to plan and implement the new Lucy Calkins' Writers Workshop. Writing time will increase to 45 minutes in grades K-3 and 60 minutes in 4th grade.

Person or Persons Responsible

Teachers, Administrators and PDD Team

Target Dates or Schedule

Monthly

Evidence of Completion

Professional development agendas, TDE forms, classroom schedules

Facilitator:

District Personnel, Teachers and Administration

Participants:

All K - 5 teachers

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

Collecting lesson plans, classroom walk-throughs (formal and informal observations), data chats, and Learning Team Meeting notes

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily / weekly / monthly

Evidence of Completion

Educational Data Warehouse (EDW) reports, lesson plans, I-observation reports, classroom walk-throughs, Learning Team Meeting and Team Planning Notes.

Plan to Monitor Effectiveness of G1.B1.S1

Student/teacher conference notes from data chats, student work samples, and formal and informal administrative classroom walk-throughs

Person or Persons Responsible

Teachers and administrators

Target Dates or Schedule

daily

Evidence of Completion

Palm Beach Writing Assessments, FCAT Writes 2.0

G2. Increase student achievement of FCAT 2.0 Reading by 2%.

G2.B1 Accessibility and time for teacher training

G2.B1.S1 Utilize professional development days to provide professional development to teachers, provide teachers with Temporary Duty Elsewhere (TDE's) to observe master teachers.

Action Step 1

Allow time for teachers to learn balanced literacy (new district literacy roll-out), reading running records, word work, and building vocabulary

Person or Persons Responsible

Teachers, Professional Development Team and administrators

Target Dates or Schedule

Monthly

Evidence of Completion

Agendas, Temporary Duty Elsewhere (TDE) forms

Facilitator:

Professional Development Team and district personnel

Participants:

All reading teachers

Action Step 2

Purchase classroom leveled libraries for grades K-2. This will support the balanced literacy classroom. \$8000 will be spent on classroom leveled libraries.

Person or Persons Responsible

Administration

Target Dates or Schedule

ongoing

Evidence of Completion

purchasing orders

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Collecting lesson plans, formal and informal classroom walk-throughs, Learning Team Meeting notes, data chats

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily / weekly / monthly

Evidence of Completion

Educational Data Warehouse (EDW) reports, lesson plans, i-Observation reports, Learning Team Meeting and Team Planning notes, classroom formal and informal walk throughs

Plan to Monitor Effectiveness of G2.B1.S1

Student work samples, student reader's notebooks, conference notes, classroom assessments

Person or Persons Responsible

Teachers and administrators

Target Dates or Schedule

Daily

Evidence of Completion

FCAT 2.0, Palm Beach Diagnostic testing

G3. Increase student achievement on FCAT 2.0 Math by 2%.

G3.B1 Accessibility and time for teacher training.

G3.B1.S1 Professional development days and faculty meetings will be utilized for training to allow more time for teachers to meet, plan, and develop.

Action Step 1

Allow time for the teachers to learn the new Common Core Go Math Series.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Agendas, Temporary Duty Elsewhere (TDE) forms

Facilitator:

District Personal

Participants:

All K-5 teachers

Action Step 2

Binks Forest will purchase manipulatives for teachers new to teaching math. This will also assist with differentiation within the lessons. \$1000 will be spent toward the purchase of the manipulatives.

Person or Persons Responsible

Administration

Target Dates or Schedule

September and ongoing

Evidence of Completion

requisitions

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Data collection through assessments and analyze data at LTM meetings

Person or Persons Responsible

Teachers, Administrators, and Professional Development Team

Target Dates or Schedule

Monthly

Evidence of Completion

Agendas, Temporary Duty Elsewhere (TDE) Forms

Plan to Monitor Effectiveness of G3.B1.S1

Collecting Lesson Plans, Marzano Walk-throughs, Data Chats, and LTM Notes

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily/Weekly/Monthly

Evidence of Completion

EDW reports, Lesson Plans, iobservation reports, Walk-throughs, LTM and Team Planning Notes

G4. Increase student achievement on FCAT Science by 2%.

G4.B1 Lack of time for technology training and lack of accessibility to trainings.

G4.B1.S1 Professional development trainings and faculty meetings will be reorganized to include time for technology training. Temporary Duty Elsewhere (TDE's) will be offered so that teachers have the time to learn needed technology skills.

Action Step 1

Teachers will have students complete hands-on science labs two or more a week. Science notebooks will continue to be utilized weekly.

Person or Persons Responsible

Administration, Professional Development Team, Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

agendas, (Temporary Duty Elsewhere) TDE forms

Facilitator:

Professional Development Chair

Participants:

all teachers

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Collecting lesson plans, formal and informal classroom walkthroughs, Learning Team Meeting notes, data chats

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily, weekly, monthly

Evidence of Completion

Educational Data Warehouse (EDW) reports, lesson plans, i-Observation reports, Learning Team Meeting and Team Planning notes

Plan to Monitor Effectiveness of G4.B1.S1

Student / teacher conference notes from data chats, student work samples, benchmark assessments

Person or Persons Responsible

Teachers, administration

Target Dates or Schedule

Daily

Evidence of Completion

Diagnostic & FCAT test results

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

SAI is implemented in the school. The cap is a 6 to one ratio. The priority list is 4th and 5th grade students who are not proficient on Reading FCAT 2.0. The next priority is third grade students with reading deficiencies as identified by the use of Reading Running Records portion of the K-4 Literacy Assessment System. Third, is second grade students with reading deficiencies as identified by the use of the reading running records portion of the K-4 Literacy Assessment System- Fountas & Pinnell. The rationale for this is to get our intermediate students on grade level before leaving Elementary school and to allow for remediation of students before they fall victim to the third grade mandatory retention. It is also to assist those students who have been retained once from becoming retained twice. It is also to ensure that by the end of the second grade, students have reached mastery development on fundamental skills in reading that are necessary for further success in reading. The grouping of SAI students is flexible and is according to student learning needs.

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

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

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Increase student achievement on FCAT Writing 2.0 by 2%

G1.B1 Accessibility to training for teachers.

G1.B1.S1 Professional development days and faculty meetings will be reorganized to allow more time for teachers to meet, plan and develop lessons.

PD Opportunity 1

Teachers will be given time to plan and implement the new Lucy Calkins' Writers Workshop. Writing time will increase to 45 minutes in grades K-3 and 60 minutes in 4th grade.

Facilitator

District Personnel, Teachers and Administration

Participants

All K - 5 teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Professional development agendas, TDE forms, classroom schedules

G2. Increase student achievement of FCAT 2.0 Reading by 2%.

G2.B1 Accessibility and time for teacher training

G2.B1.S1 Utilize professional development days to provide professional development to teachers, provide teachers with Temporary Duty Elsewhere (TDE's) to observe master teachers.

PD Opportunity 1

Allow time for teachers to learn balanced literacy (new district literacy roll-out), reading running records, word work, and building vocabulary

Facilitator

Professional Development Team and district personnel

Participants

All reading teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Agendas, Temporary Duty Elsewhere (TDE) forms

G3. Increase student achievement on FCAT 2.0 Math by 2%.

G3.B1 Accessibility and time for teacher training.

G3.B1.S1 Professional development days and faculty meetings will be utilized for training to allow more time for teachers to meet, plan, and develop.

PD Opportunity 1

Allow time for the teachers to learn the new Common Core Go Math Series.

Facilitator

District Personal

Participants

All K-5 teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Agendas, Temporary Duty Elsewhere (TDE) forms

G4. Increase student achievement on FCAT Science by 2%.

G4.B1 Lack of time for technology training and lack of accessibility to trainings.

G4.B1.S1 Professional development trainings and faculty meetings will be reorganized to include time for technology training. Temporary Duty Elsewhere (TDE's) will be offered so that teachers have the time to learn needed technology skills.

PD Opportunity 1

Teachers will have students complete hands-on science labs two or more a week. Science notebooks will continue to be utilized weekly.

Facilitator

Professional Development Chair

Participants

all teachers

Target Dates or Schedule

Monthly

Evidence of Completion

agendas, (Temporary Duty Elsewhere) TDE forms

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	Increase student achievement of FCAT 2.0 Reading by 2%.	\$8,000
G3.	Increase student achievement on FCAT 2.0 Math by 2%.	\$1,000
Total		\$9,000

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Total
Internal Accounts	\$9,000	\$9,000
Total	\$9,000	\$9,000

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G2. Increase student achievement of FCAT 2.0 Reading by 2%.

G2.B1 Accessibility and time for teacher training

G2.B1.S1 Utilize professional development days to provide professional development to teachers, provide teachers with Temporary Duty Elsewhere (TDE's) to observe master teachers.

Action Step 2

Purchase classroom leveled libraries for grades K-2. This will support the balanced literacy classroom. \$8000 will be spent on classroom leveled libraries.

Resource Type

Evidence-Based Materials

Resource

Purchase classroom leveled libraries for grades K-2. This will support the balanced literacy classroom. \$8000 will be spent on classroom leveled libraries.

Funding Source

Internal Accounts

Amount Needed

\$8,000

G3. Increase student achievement on FCAT 2.0 Math by 2%.

G3.B1 Accessibility and time for teacher training.

G3.B1.S1 Professional development days and faculty meetings will be utilized for training to allow more time for teachers to meet, plan, and develop.

Action Step 2

Binks Forest will purchase manipulatives for teachers new to teaching math. This will also assist with differentiation within the lessons. \$1000 will be spent toward the purchase of the manipulatives.

Resource Type

Evidence-Based Materials

Resource

Math manipulatives will be purchased to assist with differentiation with the math lessons.

Funding Source

Internal Accounts

Amount Needed

\$1,000