

Binks Forest Elementary School



2014-15 School Improvement Plan

Binks Forest Elementary School

15101 BENT CREEK RD, Wellington, FL 33414

www.edline.net/pages/binks_forest_elementary_school

School Demographics

School Type
Elementary

Title I
No

Free/Reduced Price Lunch
21%

Alternative/ESE Center
No

Charter School
No

Minority
37%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	A

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority and Template

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

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 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 Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

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 Environment

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

At Binks Forest the students are provided with ways to meet their cultural diversification and to build relationships through My Mentor and Me program, which includes the pairing of teacher and students meeting regularly for breakfast, communication and fun craft projects. The different grade levels participate in cultural projects with novel studies, school-wide presentations and celebrations. Additionally, guest authors and speakers present school wide cultural insights to the diverse cultures in the school (such as: Holidays Around the World, Trip to Japan and Immigration program, Pow Wow, Multicultural Family event). Our school will infuse the content required by Florida Statue 1003.42(2) and S.B.Policy2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to; History of Holocaust, History of Africans and African Americans, Hispanic Contributions, Women's Contributions, and Sacrifices of Veterans.

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

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

utilizing the school-wide Bully Hotline. The School Counselor checks the Bully Drop Box and Bully Hotline daily. Issues are dealt with in line with the district's guidelines.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

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

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

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

students who repeatedly do not show up to school. A School-Based Team meeting may be called to assist the student/family with the attendance issue.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	18	8	9	9	12	15	71
One or more suspensions	0	0	1	0	0	0	1
Course failure in ELA or Math	3	4	14	1	0	0	22
Level 1 on statewide assessment	0	0	0	5	3	3	11

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	
Students exhibiting two or more indicators	1	1	2	2	1	7

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

A number of intervention strategies exist that are employed by the school to help improve the students' academic performance. Before, during, and after school tutorials are in place for those students that need additional academic assistance. During the day students who are struggling in reading receive 30 minutes of iii instruction. This iii instruction is given by a certified teacher. Struggling students who meet the district's guidelines are also enrolled in Supplemental Academic Instruction (SAI). SAI is extra intensive reading instruction above and beyond the 90 minutes of the reading block.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

In order to increase parental involvement, parents will receive emails, call outs, newsletters and Edline postings to maintain and increase parent participation. The school offers a Meet the Teacher, Curriculum Night, Literacy Nights, family dances, Florida Standards Parent Trainings and many other fun family events to build community cohesiveness. We also communicate our school's mission and vision statement by posting it on Edline, our school's website. The school's mission and vision statements are posted throughout the school, and printed in our school planners. Parents complete

school effectiveness surveys at the end of each school year. We provide interactive tutorials for reading, educational technology and Edline support. The school also publishes an on-line school newspaper highlighting PTA endeavors and student and teacher accomplishments. Additionally, parents receive several opportunities throughout the school year to accompany their child on various field trips, academic programs and community celebrations. Also, parents can regularly meet with the teacher to discuss their child's academic, emotional and social progress. We offer professional training for teachers regarding professionalism with parent phone calls and face-to-face communication. Parents participate as guest speakers during the schools annual school-wide Career Week.

The school also implements a comprehensive school counseling program which builds a college and career exploration model and includes parent support programs.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Binks Forest Elementary strives to create and sustain partnerships with our local community by communicating our needs to local educational groups, business and community leaders. These efforts have provided monetary donations for curriculum programs, testing incentives and school-wide enrichment initiatives some of the examples include purchasing the Leveled Literacy Intervention kit and professional development for the use of the program. The Village of Wellington has generously donated \$25,000 to our school which was used to facilitate academic remediation to our lowest 25%. Tutors were employed to support academic instruction during each school day for the entire year.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

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
Smith, Samantha	Teacher, K-12
Peck, Robin	Teacher, K-12
Mascia, Sally	Teacher, K-12
Hessler, Amy	Teacher, K-12
Eldredge, Donna	Teacher, K-12
Garziona, Joann	Teacher, K-12
MacMillan, Emily	Teacher, K-12
Gifford, Lisa	Teacher, K-12
Moschella, Judy	Teacher, K-12
Barnes, Susie	Teacher, K-12
Castellanos, Jaime	Teacher, ESE
Thompson, Stephanie	Teacher, K-12
Tatum, Patty	Teacher, K-12
Schietz, Randi	Guidance Counselor

Duties

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

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

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

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

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

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

Rtl 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): Provide information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention with Tier 2/3 activities. Communicates with parents regarding school-based Rtl 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.

SAI is implemented in the school. The cap is a 3 to 1 ratio or a 4 to 1 ratio, based on grade level. The priority list is retained 3rd grade students who scored a level one on the FY14 FCAT 2.0 test and 3rd grade students who are below grade level on the Reading Running Records on the K-4 Literacy Assessment System. The next priority is 2nd grade students with reading deficiencies based on Reading Running Records. SAI assists those students who have been retained once from becoming retained again. It also ensures that by the end of the second grade students have reached mastery proficiency on fundamental skills in reading that are necessary for continued success. 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 Guidelines for Success, following the behavioral matrix, teaching expected behaviors, communicating with parents, and monitoring School-wide Positive Behavior Support (SWPBS). The school updates the action plans regularly. SWPBS is in full implementation at the school. Some of the components are having an anti-bullying campaign, structured lessons for teaching SWPB, and the matrix of expected behaviors. The school instills an appreciation of Multicultural Diversity.

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

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Michella Levy	Principal
Sherry Derrevere	Business/Community
Mara Goron	Parent
Jane Kaminski	Parent
Jenny LeBlanc	Business/Community
Michelle McGovern	Parent
Lisa Molbogot	Education Support Employee
Robert O'Sullivan	Parent
Robin Peck	Teacher
Ashley Saltalamacchia	Parent
Randi Schietz	Teacher
Ron Shamash	Parent
Tanya Siskind	Parent
John Weber	Parent
	Student

Duties

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

Evaluation of last year's school improvement plan

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

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

Binks Forest will use school monies to continue to purchase materials that support the curriculum and for professional development for the teachers and staff.

Some of the items to be purchased are: V-math, Reflex Math,

Some of the professional development will include an out of state gifted conference entitled Confortude and sub funding for local training in the areas of reading, writing, math, and science.

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

No funds were distributed for School Improvement Funds last year.

School Improvement funds are for the purpose of enhancing school performance through

development and implementation of a School Improvement Plan. Monies will be expended on programs or projects selected by the School Advisory Council.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Olsen, Sherri	Teacher, K-12
Hempfling, Jean Marie	Teacher, K-12
Gonzales, Becky	Teacher, K-12
Gormley, Ann	Teacher, K-12
Finnerty, Courtney	Teacher, K-12
Epstein, Caroline	Teacher, K-12
Oliver , Sandy	Teacher, K-12
Berard, Karen	Assistant Principal
Levy, Michella	Principal
Castellanos, Jaime	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

This LLT is a group of professionals comprised of leaders in literacy. This team includes a representative from each grade level, an ESE representative, an ESOL representative and both administrators. The team uses data to establish the literacy goals for that school year. Once the goals have been established, the team creates a plan of action and meets monthly to assess progress towards accomplishing the goals.

The Literacy Leadership Team holds a school-wide literacy night, conducts reading parent workshops, and promotes school-wide reading workshops. They also promote school-wide reading counts initiatives such as the school-wide day of play when the entire school reaches the end of year goal. Teachers are encouraged to motivate children by creating classroom goals. Each grade level uses their Reader's Notebook to deepen the students' ability to think, talk, and write about their reading.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

Teachers meet on professional development days to discuss strategies, practices and goals for success. The Marzano Teacher Evaluation System is utilized to establish best practices, focus on targeted goal setting, and track student performance. Teachers are taught to establish relevant and rigorous

assessments generating positive outcomes. Teachers plan celebrations and field trips to enhance the student learner experience. The teachers of the gifted and regular classes then break apart to provide activities that help to strengthen the strong learner or remediate the struggling child to reach a successful mastery while following the Florida Standards. Additionally, teacher leaders are sent to district cadre meetings to learn to implement the strategies and expectations generated by districts expert.

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

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.

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

The school's mentoring program consists of assigning each teacher needing a mentor, one or more master teachers who can assist him or her in all areas. Teachers are partnered up based on similar subject and grade level. Mentees have the opportunity to observe their mentors. The mentors observe the mentees to give feedback on strengths and opportunities for growth. 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.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

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

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Binks Forest teachers participate in collaborative meetings for decision making, literacy and curriculum instruction. Student data is analyzed and compared to increase student proficiency. The student expectations match the Language Arts Florida Standards(LAFS) A balanced literacy approach includes large and small group instruction based on student needs. A ninety minute reading block is mandatory for each reading teacher, a 45 minute to 60 minute writing block is also in place. The school provides instruction for struggling readers. All instruction is based on Florida Standards

curriculum and is supported by extensive classroom libraries, texts to support units of study, and leveled books for small guided reading instruction or independent reading. Also assessments are implemented and developed which measure instructed standards in a rigorous manner.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 2,180

An after school 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 FSA. Test taking strategies are also covered during these sessions.

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the 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 third, fourth and fifth grades current diagnostic data is compared to the previous years to show gains. These reports are generated by the Educational Data Warehouse (EDW).

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

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

Staggered start for kindergarten students also allows for an easy transition from pre-k to kindergarten. It provides for a smaller class size for the first three days of school so that students have a chance to adapt to the teacher and routines of the classroom and receive more individualized attention. Collaboration occurs across grade levels, content areas, and feeder schools. A clear link between collaboration to improvement results in instructional practice and student performance exists. Additionally, the fifth grade students at Binks Forest attend an orientation given by area middle school instructors or administrators, explaining their magnet programs, therefore, assisting students in making correct choices matched with their interest. These students also travel to the middle school to experience the size, layout and hear about the programs by student leaders. Transitional meetings are also held by the school based ESE coordinator to assure parents that educational objectives are continued and a course of study is designed for each child to meet their needs.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Through the guidance program, students are exposed to a number of various careers. Career Week is dedicated to having parents, business representatives and community members come share with the students about their careers. This allows students to hear from people of various careers and get to see some of the vehicles they use to perform their job.

Throughout the year, teachers are encouraged to share with their students about where they went to college. Colorful posters are displayed on teachers' doors as an encouragement for students to start thinking about attending college.

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

Not applicable

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

Not applicable

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Not applicable

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** There will be an increased number of students scoring at a proficient level on the literacy portion of the Florida Standards Assessment.

- G2.** There will be an increased number of students scoring at a proficient level on the math portion of the Florida Standards Assessment.

Strategic Goals Detail

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

G1. There will be an increased number of students scoring at a proficient level on the literacy portion of the Florida Standards Assessment. 1a

G045305

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	91.0

Resources Available to Support the Goal 2

- Lucy Calkins' Unit of Study - A writing workshop approach to teaching writing.
- Mentor Text Text used to model strategies for reading and writing.
- Leveled Literacy Intervention (LLI) kits Intensive reading interventions for struggling readers.
- A tutorial program will be provided in reading, writing, and math for students in grades 3-5 who are performing in the lowest 25%.
- Selected teachers will attend Confratute Training regarding strategies for the gifted and high-achieving learners

Targeted Barriers to Achieving the Goal 3

- Lack of professional development availability in the area of gifted

Plan to Monitor Progress Toward G1. 8

Teachers analyze data on Professional Development Days with grade level collaborative teams.

Person Responsible

Michella Levy

Schedule

Quarterly, from 9/18/2014 to 5/15/2015

Evidence of Completion

Team level reporting forms and administrator walk-throughs

G2. There will be an increased number of students scoring at a proficient level on the math portion of the Florida Standards Assessment. 1a

G045306

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	89.0

Resources Available to Support the Goal 2

- Our on-line math resources (V-math & Reflex Math) will be utilized at school and at home to help increase math fluency and proficiency.
- Go Math Support is a virtual classroom program that enhances the math curriculum.
- The before, during, and after school programs support student achievement in the area of math.

Targeted Barriers to Achieving the Goal 3

- Adequate number of teachers to support the tutoring program

Plan to Monitor Progress Toward G2. 8

All students showing a need for tutoring are identified and placed in the proper tutorial program.

Person Responsible

Michella Levy

Schedule

Weekly, from 10/10/2014 to 5/15/2015

Evidence of Completion

FSA Math and Palm Beach County Math Diagnostic results

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G1. There will be an increased number of students scoring at a proficient level on the literacy portion of the Florida Standards Assessment. **1**

 G045305

G1.B3 Lack of professional development availability in the area of gifted **2**

 B118453

G1.B3.S1 Additional professional development will be provided to teachers at school and at off campus location(s). Teachers will attend the Confratute Conference in order to increase their ability to work with the gifted learner and high achieving child within their classroom settings. They will be provided with transportation and registration. **4**

 S130237

Strategy Rationale

Gifted learners need higher order thinking strategies and activities to enhance their abilities to function in a effective manner.

Action Step 1 **5**

Teachers will attend summer Confratute for the gifted learner.

Person Responsible

Michella Levy

Schedule

On 6/30/2015

Evidence of Completion

Teacher presentations and implementation of gifted learning strategies.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Walk- throughs to observe implementation of strategies.

Person Responsible

Michella Levy

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Projects and completed tasks done by students. Teacher plan books reviewed and grade level reporting forms

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Analyse test scores to gauge progress.

Person Responsible

Michella Levy

Schedule

On 6/2/2016

Evidence of Completion

FSA test data

G2. There will be an increased number of students scoring at a proficient level on the math portion of the Florida Standards Assessment. 1

G045306

G2.B2 Adequate number of teachers to support the tutoring program 2

B118438

G2.B2.S1 Offer incentives to teachers donated by PTA. 4

S130198

Strategy Rationale

This will encourage teacher participation.

Action Step 1 5

The school will offer incentives to the teachers to entice them to participate in the tutoring program.

Person Responsible

Karen Berard

Schedule

Monthly, from 10/10/2014 to 5/15/2015

Evidence of Completion

A teacher survey will be conducted as evidence.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Purchase orders, receipts, and compensation book will be used to monitor the implementation and fidelity of this strategy.

Person Responsible

Karen Berard

Schedule

Monthly, from 10/10/2014 to 5/15/2015

Evidence of Completion

An accounting will be kept of purchases. The Compensation Book will be monitored and communications such as emails will be looked at.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

All needed teachers are hired and assigned.

Person Responsible

Karen Berard

Schedule

On 5/15/2015

Evidence of Completion

All students that showed a need are placed with a teacher for the tutoring program.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.A1	The school will offer incentives to the teachers to entice them to participate in the tutoring program.	Berard, Karen	10/10/2014	A teacher survey will be conducted as evidence.	5/15/2015 monthly
G1.B3.S1.A1	Teachers will attend summer Confratute for the gifted learner.	Levy, Michella	5/15/2015	Teacher presentations and implementation of gifted learning strategies.	6/30/2015 one-time
G1.MA1	Teachers analyze data on Professional Development Days with grade level collaborative teams.	Levy, Michella	9/18/2014	Team level reporting forms and administrator walk-throughs	5/15/2015 quarterly
G1.B3.S1.MA1	Analyse test scores to gauge progress.	Levy, Michella	8/17/2015	FSA test data	6/2/2016 one-time
G1.B3.S1.MA1	Walk- throughs to observe implementation of strategies.	Levy, Michella	8/17/2015	Projects and completed tasks done by students. Teacher plan books reviewed and grade level reporting forms	6/2/2016 weekly
G2.MA1	All students showing a need for tutoring are identified and placed in the proper tutorial program.	Levy, Michella	10/10/2014	FSA Math and Palm Beach County Math Diagnostic results	5/15/2015 weekly
G2.B2.S1.MA1	All needed teachers are hired and assigned.	Berard, Karen	10/10/2014	All students that showed a need are placed with a teacher for the tutoring program.	5/15/2015 one-time
G2.B2.S1.MA1	Purchase orders, receipts, and compensation book will be used to monitor the implementation and fidelity of this strategy.	Berard, Karen	10/10/2014	An accounting will be kept of purchases. The Compensation Book will be monitored and communications such as emails will be looked at.	5/15/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. There will be an increased number of students scoring at a proficient level on the literacy portion of the Florida Standards Assessment.

G1.B3 Lack of professional development availability in the area of gifted

G1.B3.S1 Additional professional development will be provided to teachers at school and at off campus location(s). Teachers will attend the Confratute Conference in order to increase their ability to work with the gifted learner and high achieving child within their classroom settings. They will be provided with transportation and registration.

PD Opportunity 1

Teachers will attend summer Confratute for the gifted learner.

Facilitator

Confrature Conference

Participants

Selected teachers of the gifted

Schedule

On 6/30/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: There will be an increased number of students scoring at a proficient level on the literacy portion of the Florida Standards Assessment.	20,000
Grand Total	20,000

Goal 1: There will be an increased number of students scoring at a proficient level on the literacy portion of the Florida Standards Assessment.

Description	Source	Total
B2.S1.A1		0
B2.S1.A1		0
B2.S1.A2 - Sub funding for teachers to participate in collaborative planning.	Other	0
B3.S1.A1 - Registration, transportation, and lodging	Other	20,000
Total Goal 1		20,000