

The School District of Palm Beach County

Forest Park Elementary School



2015-16 School Improvement Plan

Forest Park Elementary School

1201 SW 3RD ST, Boynton Beach, FL 33435

www.edline.net/pages/forest_park_es

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	94%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	92%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	D*	C	D	C

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	21
Goals Summary	21
Goals Detail	21
Action Plan for Improvement	23
Appendix 1: Implementation Timeline	28
Appendix 2: Professional Development and Technical Assistance Outlines	29
Professional Development Opportunities	30
Technical Assistance Items	32
Appendix 3: Budget to Support Goals	0

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 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

Forest Park Elementary aims to develop active, inquiring, and knowledgeable lifelong learners who achieve standards and who make a difference through intercultural understanding and respect.

Provide the school's vision statement

Forest Park Elementary envisions a dynamic, collaborative, and multi-cultural community where education and lifelong learning are valued and supported. Integrative technological modalities assist learners to reach their highest potential and succeed in global outreach, while providing experiences that prepares students to become productive citizens.

School Environment

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

Our school 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

Provide and demonstrate to faculty members simple strategies for gaining information about students' cultures; also provide Professional Development training and support for teachers who need help in devising methods and structures for expanding positive and interpersonal interaction in classroom settings.

Attend District provided Professional Development on multicultural offerings; schedule and plan school wide multicultural projects (i.e. Fine Arts Night to include Hispanic Heritage Contribution).

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

Develop and implement a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum, supplemental (data driven small group counseling) supports based on identified student need, and intensive (small group/individual and classroom counseling, guidance referral) supports students to school-based and community resources.

Articulate, demonstrate, and teach the specific practices that reflect the application of the school's SwPBS Universal Guidelines to the contexts students will encounter before/during/after school; adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/civil rights policies.

Create methods/formats where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported.

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

Universal Guidelines and behavior matrix taught twice a year to ensure students are aware of school expectations. Ensure teachers are trained in Classroom management strategies (ROARS, SwPBS, etc.). Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity. School-wide recognition system is in place (i.e. Student of the Month, Weekly Tiger Paw drawing, and Random Acts of Recess).

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

Operational school based team that meets weekly to discuss students with barriers to academic and social success; mentors assigned to students identified with SEL concerns. Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). Utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.

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 plan is utilize data plan systems to identify students who have attendance, behavioral, and academic issues. Incentives are in place to promote school attendance--100%, no tardies (i.e. certificates and prizes). Similar incentives are in place for behavior, as per our SwPBS Team (i.e. Tiger Paws, Random Acts of Recess).

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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

In order to create evidence-based interventions to close student gaps related to early warning systems: We have effective multidisciplinary teams in place to problem solve and create action plans (PMP, LEP, IEP, and RtI/SBT). We have SAI, LLI, iii, Wilson, PCI, iStation, and EDR (Extended Day Reading). Common planning and LTM to ensure students needs are met through differentiated instruction. Data chats with teachers and students to set goals. Promote parent involvement with Literacy, Math/Science, Curriculum Nights. School guidance will facilitate classroom, individual, and group counseling to provide interventions for behavioral and social concerns.

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?

Yes

PIP Link

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

Description

Target attendance, behavior and communication between home and school to increase student achievement. During Open House, curriculum night, etc. ensure non-threatening methods of introducing parents to teachers and administrators. We will also offer fun, interactive tutorials to parents who are unfamiliar with EdLine and other forms of educational technology; communicate classroom and school news to parents; create the formats for inviting parent participation in the cultural education process, and positive notes, letters, phone calls home;

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

School liaison works closely with business partners and community partners to build community relationships that benefit our students and school. Partners donate time and funds to support student programs such as Attendance Incentives, Motivational/Behavioral Incentives. Partners are included in on campus activities (i.e. Curriculum Nights, Field Day, Appreciation celebrations, etc.). FP encourages parents to volunteer in classrooms, on campus activities, and/or chaperone field trips. Workshops and parent meetings are held to teach and provide information to parents. Utilize EdLine, school webpage, to promote and build community relations. Reading intervention support by the Literacy Coalition and Americorps volunteers.

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:

Name	Title
Robinson, Nancy	Principal
McMillan, Toni	Assistant Principal
Green, Simone	Administrative Support
McGill, Susan	Instructional Coach
Lubin, Karen	Administrative Support
Davis, Carla	Administrative Support
Magden, Mindy	Instructional Coach
Navarra, Charles	Teacher, K-12
Sullivan, Ashlee	Instructional Coach
Blucher, Rebecca	Instructional Coach
Garcia, Sonia	Guidance Counselor
St. Cloud, Jessy	Guidance Counselor
Barakat, Lamees	Instructional Coach

Duties

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

Role of Principal: Ensure the use of data when making decisions; Ensure that SBT Leadership team attends appropriate professional development; Communicates with parents regarding RTI plans and strategies as needed; Communicates with team her expectations.

School-Based Team Leader (Sonia Garcia): Facilitates SBT meetings; Assists with the development of intervention plans; Assists with data collection; Records minutes from the meetings.

Classroom Teachers: Serves on the RTI team as appropriate; Comes to the meeting with data prepared to discuss student's needs; Collects in developing plans for interventions; Assists with data collection and turns in plans to the RTI Facilitator as scheduled; Monitors the progress of students plans.

Guidance Counselors: Coordinates school activities with outside social agencies; Provide small group and individual counseling as needed. Serves as a team member as appropriate.

Reading, Math and Science Coaches: Help develop plans for interventions as needed; Assist with data collection; Support the implementation of Tier 1, 2, and 3 interventions. Provide instructional support and professional development.

Intervention Teacher: Develop plans for interventions; Supports the implementation of Tier 2 and 3 interventions; Assists with data collection.

The Learning Team Facilitator is to use collaboration to foster the development of teachers. Also to facilitate academic conversations in Learning Team Meetings with a focus on building capacity and student achievement.

Magnet Coordinator markets and recruits prospective students and parents to the school for the IB Programme. Facilitate and monitor the implementation of the IB Programme. Also works with community members to build partnerships/relationships for the benefit of students and school.

The standing committee for the School Based Team include the School Based Team Leader, Assistant Principal, Guidance Counselor, Speech Pathologist and the child's teacher(s). Professionals who are invited on a case by case basis include: Parent, School Nurse, Reading Coaches, Math Coach, Science Coach, SAI teacher, school psychologist, someone from an outside agency. The SBT uses a variety of data to identify students at risk academically and or behaviorally. Such forms of data include but are not limited to attendance, RRR, FCAT/diagnostics, pupil progression, classroom

behavior plans, discipline referrals, etc. In addition, teachers are asked to bring student work samples, anecdotal notes, etc.

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

Teachers met with Administration, ESOL Coordinator, ESE Coordinator, Reading Coach and Reading Resource teacher to review and discuss expectations for the daily schedule to include an uninterrupted 90 minute Reading Block where Balanced Literacy (Shared Reading, Interactive Read Aloud, Guided/Strategy groups, Oral language, iii time, etc) is evident. Administrators monitor the fidelity Tier 1, 2 and 3 instruction daily through the utilization of iobservation (Classroom Walk throughs, Formal and Informal observations). Coaches monitor Tier 1, 2 and 3 instruction through classroom Walk throughs, weekly planning with subject areas and the implementation of the coaching model. Administration and members of the School Based Team (SBT) monitor student progress using the RTI data wall in the SBT Room. To monitor the fidelity and progress of students regarding their goals, teachers turn in weekly assessments (academic) and behavior documentation (behavior concerns). This is monitored by the SBT Leader and Guidance Counselor. The team will meet on Monday and Friday of every week. Participants will be invited as needed based on the concerns being addressed.

Forest Park Elementary receives additional funds from Title I for resource teachers and coaches, supplemental classroom and tutorial supplies, staff development, parent involvement workshops and tutoring. District Migrant Liaison provides additional services and support to students and parents. District receives funds to provide support services. The services are coordinated with the district Drop-out prevention programs. The District receives supplemental funds for the improvement and development of staff through Title II for professional growth in content areas, Marzano Framework, and leadership development. Services are provided by Title III through the District for educational materials and ELL District support services to improve the education of immigrant and English Language Learners. District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. School's guidance counselors partner with student advocates to ensure students are provided supports and services necessary to ensure academic success. Funding from the district for an SAI teacher gives additional instruction to our third grade students in reading. District-wide implementation of Single School Culture as well as appreciation of Multicultural Diversity to assist in violence prevention. As part of Single School Culture the entire school participates in the School-Wide Positive Behavior Support initiative. Students have an attention signal that is used everywhere on campus and a common set of essential agreements (ROARS). Our single school expectations come with great positive reward incentives. In order to provide nutritional programs, a free breakfast program is offered to all students, regardless of socioeconomic status. Since we are an Extended Day school, snacks are provided during the extra hour to the students.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Simone Green	Education Support Employee
Jessica Corneille	Teacher
Karen Lubin	Education Support Employee
Barbara Callahan	Teacher
Ashlee Sullivan	Parent
Nancy Robinson	Principal
Carla Fusco	Education Support Employee
Christina Martinez	Teacher
Jessaca Palumbo	Teacher
Renette Civilma	Teacher
Maureen Mitchell	Teacher
Sherry Thomas	Education Support Employee
Amanda Cruz	Parent
Claudia Romero	Parent
Ramanne Joseph	Parent
Christelltorre louis	Parent
Cletie Justin	Parent
Jean Diogene	Parent
Rachel Thompson	Parent
Marcula Durand	Parent
Noelle Smallman	Teacher
Celon Francois	Parent
Justin Clelen	Parent
Charles Marie Jesula	Parent

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

School Advisory Council members reviewed last year's school improvement plan and approved the goals presented in the plan.

Development of this school improvement plan

The School Improvement Plan will be presented to the School Advisory Council for input. Participants will have an opportunity to review and offer suggestions for improvement based on the needs of the school.

Preparation of the school's annual budget and plan

The school's annual budget and plan will be presented to the School Advisory Council by administration. School Advisory Council proposed projects will be discussed at that time.

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

Florida Ready \$1,041.60
 Raz-Kids \$ 2,559.20
 African American Studies Supplies \$269.94
 Technology
 -Batteries \$1,425.52
 -Wireless Keyboard \$69.00
 -Laptop Repair \$299.95
 -Ink & Toner \$1,431.17
 -Computer Vacuum \$175.00
 -Computer Cable \$22.80

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

School Advisory Council members are working towards more parent, and community support that are not school board employees. We are asking each non-school board employee members to invite a friend. We are also advertising SAC during all extra-curricular activities.

Literacy Leadership Team (LLT)

Membership:

Name	Title
McGill, Susan	Instructional Coach
Sullivan, Ashlee	Teacher, K-12
Navarra, Charles	Teacher, K-12
Callahan, Barbara	Teacher, K-12
Smallman, Noelle	Instructional Media
Corneille, Jessica	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

How the school-based LLT functions

The Literacy Leadership Team meets monthly to plan and discuss literacy needs and activities in order to establish a culture of reading expectations within the school and community. We develop ideas and resources and implement activities. The meetings are led by the Reading Coaches and Reading Resource teachers and are supported by reading teachers, grade chairs as well as the media specialist and LTF. The team uses district data to identify reading deficiencies and devises a plan to support reading teachers with implementation, including professional development and parent involvement and education.

Major initiatives of the LLT

One of our initiatives will include vocabulary development through Interactive Read Aloud as well as small group instruction in Guided Reading. We will strive to support teachers and students in deepening their understandings of the system of strategic actions that enhance thinking and processing within, beyond, and about text. We will assist in developing an oral language lab for first

and second grade students. Another initiative is to enhance the management system for our Literacy Leveled Intervention lab so that books and materials are easily accessible to our teachers and staff. We will continue to work with the community to collect and provide books for our students to keep and practice at home.

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

At Forest Park we encourage positive working relationships with teachers' participation in Learning Team Meetings. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

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

1. Hire highly qualified teachers- Principal
 2. Partner new teachers with mentor staff- Assistant Principal
 3. Solicit referrals from IB organization- IB Coordinator
 4. Work with Area recruitment specialist to recruit new staff- Principal
 5. Participate in District Job Fairs- Principal
 6. Work with local colleges/universities to develop student teachers as perspective employees- Principal and Assistant Principal
 7. Develop lead teachers through clinical education coursework- Assistant Principal
- We develop teachers through Learning Team Meetings, collaborative planning, mentoring, and Professional Development opportunities.

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

A plan has been developed to support beginning teachers and teachers new to Forest Park. Activities include but are not limited to:

Completing the District Educator Support program (ESP)

Teacher partner (buddy) program

Modeling lesson delivery by both Reading, Math and Science coach as needed

Allow opportunities to observe in other classrooms

Meet frequently as a group (common planning and LTM's) or 1:1 to discuss effective teaching strategies, management and or organizational skills.

Participate in district and school based professional development.

In addition, beginning teachers and teachers new to Forest Park were provided a notebook with school procedures, ESP handbook, School Calendar which includes ESP due dates and meetings. Beginning teachers and teachers new to Forest Park were provided a mentor teacher who has been Clinical Ed certified and is not part of the mentees grade level. The mentee was also provided a "buddy" teacher. The buddy teacher is not on the mentees grade level and completed the ESP process during the 2015-2016 school year.

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

All curriculum and instructional materials are aligned to the Florida Standards. Learning Team Facilitator and academic coaches meet with teachers to unpack standards, align strategies, and develop effective models for instructing and assessing student learning. Support for units of study is provided by District curriculum specialists. Assessments are analyzed and data is used to drive future instruction in order to meet student needs.

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

The Learning Team Facilitator, Principal, Reading, Science, and Math Coaches hold meetings on a weekly basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS) and Mathematics Florida Standards (MAFS).

A balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs is utilized. All teachers contribute to literacy improvement by: implementing a schedule with an uninterrupted 90 minute reading block, implementing a schedule with an additional 60 minute reading block (extended day), providing additional support for select students during iii instruction, providing instruction aligned with the Language Arts Florida Standards for their grade level, choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry), students self-selecting texts based on RRR levels, students receiving push-in/pull out services for ESE/ELL, and providing LLI (Leveled Literacy Intervention) instruction.

A rotational model approach that supports the gradual release of responsibility (I Do, We Do, You Do) is utilized. All teachers contribute to mathematics improvement by: implementing a scheduled 60 or 90 minute math block which includes small group instruction that provides interventions based on student needs, providing instruction aligned with the Mathematics Florida Standards for their grade level, and choosing methods of instruction based on the identified learning modalities of students. Item specifications are aligned to standard based instruction; develop rigorous classroom instruction to include higher order thinking and vocabulary development; facilitate Daily Fluency Routines that culminate with the Flash Fluency Friday's; data analysis of unit assessments to monitor student progress; which includes Differentiated Instruction (i.e. remediation, reteaching, and enrichment).

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: Extended School Day

Minutes added to school year: 3,840

All students will receive explicit grade level standards-based instruction through read aloud, shared reading, reading writing connection, guided reading, independent reading, and small group instruction. In addition, select students will receive Literacy Leveled Intervention (LLI). Enrichment will be provided to students who are above grade level through the use of Literature Circles. Oral Language Lab will be utilized during this time for sheltered, non-English speaking students.

Strategy Rationale

Extended School Day (Reading) is in place to provide students with additional differentiated instruction with a goal of leading students to proficiency in Reading.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Robinson, Nancy, nancy.robinson@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

LLI will be tracked through data collection and progress monitoring and uploaded into the Educational Data Warehouse (EDW). Student growth will also be tracked through Palm Beach County Literacy Assessment System, Diagnostics, FSA, and teacher formative assessments..

Strategy: After School Program

Minutes added to school year: 1,875

Students who are free and/or reduced lunch, level 2 or below on standardized testing will receive additional instruction in Reading and Math.

Strategy Rationale

The focus of this program is to provide expanded academic enrichment opportunities for children attending Title 1 eligible schools. The 21st CCLC program supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students, who attend high-poverty and low-performing schools. The program helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

St. Cloud, Jessy, jessy.stcloud@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Diagnostics, RRR, LLI and FSA data will be utilized to track student progress, gains, or losses.

Strategy: Weekend Program

Minutes added to school year: 1,920

Lowest 25% and retained students will receive Saturday tutorial in the areas of math, reading, writing, and science. Test taking strategies will be infused using grade level text and item specifications.

Strategy Rationale

Saturday tutorial offers our lowest 25% students with additional instruction to gain necessary skills to become proficient in Reading, Writing, Math, and Science.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

McMillan, Toni, toni.mcmillan@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Those students in Saturday tutorial will use diagnostic, RRR, FAIR, CORE K12, Florida Achieves results as data to evaluate gains/losses. The writing students will have a pre-test and post-test.

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

At Forest Park Elementary, we will provide the following services to which parents from surrounding early childhood programs will be invited:

- Literacy Night, Math Night, Science Night, Curriculum Night
- Kindergarten Round-up

Forest Park will invite preschool students from local preschools to tour the school and participate in activities with current kindergarten students. Each child will receive a packet of activities to help prepare him/her for kindergarten. The packet will include suggestions for reading and math. Students and parents will be invited back to attend Kindergarten round-up.

Within the first 30 days of kindergarten, all students will be assessed using WSS and the Fountas and Pinnell Assessment Kit. Data will be used to appropriately plan academics and social instruction for students. Core kindergarten academic and behavioral instruction will be included through guided and independent practice and modeling.

A staggered start will be utilized for Kindergarten. During the first week of school, only a third of the Kindergarten students will report to school on a given day according to his/her last name. This will help to provide students with a smooth transition into kindergarten.

Our IB Coordinator will schedule tours with any incoming students and parents interested in attending Forest Park. During the tour, students and parents will have an opportunity to see the unique programs and state of the art technology Forest Park has to offer. As part of the IB continuum, students are encouraged to continue their learning in the Middle Years Programme (MYP) and Diploma Programme (DP) of IB; coordinator will act as a liaison with students and feeder schools. Students matriculating to the middle grades research and present projects during IB Exhibition. Feeder middle schools and high schools are invited to tour displays and speak with students to encourage students to continue IB studies and to build relationships with students prior to matriculation to the higher grades.

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

n/a

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

n/a

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

n/a

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

n/a

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we conduct learning team meetings and common planning with fidelity and implement instructional strategies aligned with findings, then we will increase reading percent proficient performance percentile to 35, math percent proficient performance percentile to 50, and science proficiency percentage to 45.

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. If we conduct learning team meetings and common planning with fidelity and implement instructional strategies aligned with findings, then we will increase reading percent proficient performance percentile to 35, math percent proficient performance percentile to 50, and science proficiency percentage to 45. 1a

 G069729

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics - Achievement	50.0
FSA English Language Arts - Achievement	35.0
FCAT 2.0 Science Proficiency	45.0

Resources Available to Support the Goal 2

- District support through area teams
- District curriculum specialists
- Title I funds for supplemental programming (personnel, supplies, PD)
- District provided reading coach
- Strong leadership team with clear vision for school

Targeted Barriers to Achieving the Goal 3

- Limited capacity of understanding of differentiated instruction, i.e. small group instruction; progress monitoring, particularly with interventions such as LLI; and alignment of standards to instructional practice
- School struggles to communicate the importance of home practice of skills taught at school and strategies for doing so
- Rigorous standards require greater degree of scaffolding and differentiation of instruction

Plan to Monitor Progress Toward G1. 8

FSQ's, USA's, RRR, LLI data

Person Responsible

Nancy Robinson

Schedule

Weekly, from 8/24/2015 to 5/30/2016

Evidence of Completion

Reports from EDW and Performance Matters

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. If we conduct learning team meetings and common planning with fidelity and implement instructional strategies aligned with findings, then we will increase reading percent proficient performance percentile to 35, math percent proficient performance percentile to 50, and science proficiency percentage to 45. **1**

 G069729

G1.B2 Limited capacity of understanding of differentiated instruction, i.e. small group instruction; progress monitoring, particularly with interventions such as LLI; and alignment of standards to instructional practice

2

 B181396

G1.B2.S1 Coaches and LTF will model best inclusive instructional practices and monitor implementation of instructional practices in reading, math, and science. Coaches, LTF, and teachers will unpack standards and learning goal scales. **4**

 S192927

Strategy Rationale

Through the coaching cycle and learning team meetings, teachers will gain an understanding of effective instructional strategies for differentiating instruction based on identified student needs in relationship to standards.

Through unpacking standards teachers better understand what needs to be taught (standards) and students will know what they need to learn to reach target (standards).

Action Step 1 **5**

Instructional coaches will facilitate common planning weekly, facilitate PD monthly, participate in LTMs, and support teachers through coaching cycle

Person Responsible

Nancy Robinson

Schedule

Weekly, from 8/11/2015 to 6/3/2016

Evidence of Completion

Coaches' schedules; logs; preconference, observation, debriefing notes; PD and meeting agendas, sign-ins, handouts/notes

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Administration will observe coaches during common planning and weekly LTM, debrief during weekly Leadership and data chats. Administration and coaches meet every Friday to track data and create goals for the following week.

Person Responsible

Nancy Robinson

Schedule

Monthly, from 8/24/2015 to 5/30/2016

Evidence of Completion

Monthly Leadership agendas, sign-ins, weekly action plans, and notes

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Coaches conduct common planning with a focus on small group and differentiated instruction. LTF conducts weekly LTM meetings with a focus on standards and data.

Person Responsible

Nancy Robinson

Schedule

Weekly, from 8/24/2015 to 5/30/2016

Evidence of Completion

common planning log, data chats, and observations

G1.B3 School struggles to communicate the importance of home practice of skills taught at school and strategies for doing so **2**

 B181397

G1.B3.S1 Provide parents with information and trainings regarding standards and at home strategies to reinforce skills **4**

 S192928

Strategy Rationale

Parents will be equipped to serve as partners in raising student achievement

Action Step 1 **5**

Teachers will facilitate parent trainings and school to home communication

Person Responsible

Toni McMillan

Schedule

Monthly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Samples of communication (agenda notes, conference notes, phone log); training agendas, sign-ins, handouts, notes, parent evaluations

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

SBLT will observe parent trainings and review parent feedback to ensure parent trainings are done with fidelity

Person Responsible

Toni McMillan

Schedule

Every 2 Months, from 9/2/2015 to 5/30/2016

Evidence of Completion

Reflection notes after event

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

Teachers and SBLT will monitor parent communication between teacher and parent through the use of daily agenda and parent surveys.

Person Responsible

Toni McMillan

Schedule

On 5/30/2016

Evidence of Completion

Student agenda includes parent signature and two way communication between parents and teachers; and utilize data from SEQ survey.

G1.B5 Rigorous standards require greater degree of scaffolding and differentiation of instruction 2

 B181399

G1.B5.S1 Provide differentiated best practices for inclusive instruction based on data and observations using standards-based supplemental materials 4

 S192929

Strategy Rationale

Teachers will ensure materials are aligned to grade level standards and provide necessary scaffolding to reach those standards. Teachers will create scales for units.

Action Step 1 5

Resource teachers will provide small group instruction to target students through push-in/pull-out model

Person Responsible

Nancy Robinson

Schedule

Daily, from 8/17/2015 to 6/3/2016

Evidence of Completion

Schedule of push-in/pull-out, rosters of students served, sample lesson plans, observation notes

Action Step 2 5

Provide extended learning opportunities on Saturdays for students struggling to meet grade level standards

Person Responsible

Toni McMillan

Schedule

Weekly, from 10/19/2015 to 2/27/2016

Evidence of Completion

Teacher sign-ins, student sign-ins, lesson plans, observation notes

Action Step 3 5

Online subscriptions will be used to differentiate instruction during tutorials and daily rotations

Person Responsible

Toni McMillan

Schedule

Daily, from 9/8/2015 to 6/3/2016

Evidence of Completion

usage reports by teacher, lesson plans noting program use, observation

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Resource teachers and coaches will be observed and lesson plans periodically reviewed with feedback. SBLT will discuss use of resource teachers and tutors during leadership meetings

Person Responsible

Nancy Robinson

Schedule

Monthly, from 8/24/2015 to 5/30/2016

Evidence of Completion

Monthly Leadership agendas, sign-ins, and notes

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Administration will monitor the usage of online programs through review of usage reports and teacher lesson plans indicating use of the program

Person Responsible

Toni McMillan

Schedule

Monthly, from 11/2/2015 to 5/30/2016

Evidence of Completion

Monthly Leadership agendas, sign-ins, and notes showing review of and discussion of usage reports and lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Administration will look for evidence of student progress through scheduled FSQ's and USA's for ELA's and Math.

Person Responsible

Nancy Robinson

Schedule

Weekly, from 9/14/2015 to 5/30/2016

Evidence of Completion

Scheduled FSQ and USA data through Performance Matters

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
G1.B2.S1.A1	Instructional coaches will facilitate common planning weekly, facilitate PD monthly, participate in LTMs, and support teachers through coaching cycle	Robinson, Nancy	8/11/2015	Coaches' schedules; logs; preconference, observation, debriefing notes; PD and meeting agendas, sign-ins, handouts/notes	6/3/2016 weekly
G1.B3.S1.A1	Teachers will facilitate parent trainings and school to home communication	McMillan, Toni	8/17/2015	Samples of communication (agenda notes, conference notes, phone log); training agendas, sign-ins, handouts, notes, parent evaluations	6/3/2016 monthly
G1.B5.S1.A1	Resource teachers will provide small group instruction to target students through push-in/pull-out model	Robinson, Nancy	8/17/2015	Schedule of push-in/pull-out, rosters of students served, sample lesson plans, observation notes	6/3/2016 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B5.S1.A2	Provide extended learning opportunities on Saturdays for students struggling to meet grade level standards	McMillan, Toni	10/19/2015	Teacher sign-ins, student sign-ins, lesson plans, observation notes	2/27/2016 weekly
G1.B5.S1.A3	Online subscriptions will be used to differentiate instruction during tutorials and daily rotations	McMillan, Toni	9/8/2015	usage reports by teacher, lesson plans noting program use, observation	6/3/2016 daily
G1.MA1	FSQ's, USA's, RRR, LLI data	Robinson, Nancy	8/24/2015	Reports from EDW and Performance Matters	5/30/2016 weekly
G1.B2.S1.MA1	Coaches conduct common planning with a focus on small group and differentiated instruction. LTF conducts weekly LTM meetings with a focus on standards and data.	Robinson, Nancy	8/24/2015	common planning log, data chats, and observations	5/30/2016 weekly
G1.B2.S1.MA1	Administration will observe coaches during common planning and weekly LTM, debrief during weekly Leadership and data chats. Administration and coaches meet every Friday to track data and create goals for the following week.	Robinson, Nancy	8/24/2015	Monthly Leadership agendas, sign-ins, weekly action plans, and notes	5/30/2016 monthly
G1.B3.S1.MA1	Teachers and SBLT will monitor parent communication between teacher and parent through the use of daily agenda and parent surveys.	McMillan, Toni	8/24/2015	Student agenda includes parent signature and two way communication between parents and teachers; and utilize data from SEQ survey.	5/30/2016 one-time
G1.B3.S1.MA1	SBLT will observe parent trainings and review parent feedback to ensure parent trainings are done with fidelity	McMillan, Toni	9/2/2015	Reflection notes after event	5/30/2016 every-2-months
G1.B5.S1.MA1	Administration will look for evidence of student progress through scheduled FSQ's and USA's for ELA's and Math.	Robinson, Nancy	9/14/2015	Scheduled FSQ and USA data through Performance Matters	5/30/2016 weekly
G1.B5.S1.MA1	Resource teachers and coaches will be observed and lesson plans periodically reviewed with feedback. SBLT will discuss use of resource teachers and tutors during leadership meetings	Robinson, Nancy	8/24/2015	Monthly Leadership agendas, sign-ins, and notes	5/30/2016 monthly
G1.B5.S1.MA3	Administration will monitor the usage of online programs through review of usage reports and teacher lesson plans indicating use of the program	McMillan, Toni	11/2/2015	Monthly Leadership agendas, sign-ins, and notes showing review of and discussion of usage reports and lesson plans	5/30/2016 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. If we conduct learning team meetings and common planning with fidelity and implement instructional strategies aligned with findings, then we will increase reading percent proficient performance percentile to 35, math percent proficient performance percentile to 50, and science proficiency percentage to 45.

G1.B2 Limited capacity of understanding of differentiated instruction, i.e. small group instruction; progress monitoring, particularly with interventions such as LLI; and alignment of standards to instructional practice

G1.B2.S1 Coaches and LTF will model best inclusive instructional practices and monitor implementation of instructional practices in reading, math, and science. Coaches, LTF, and teachers will unpack standards and learning goal scales.

PD Opportunity 1

Instructional coaches will facilitate common planning weekly, facilitate PD monthly, participate in LTM's, and support teachers through coaching cycle

Facilitator

Instructional Coaches

Participants

Teachers

Schedule

Weekly, from 8/11/2015 to 6/3/2016

G1.B3 School struggles to communicate the importance of home practice of skills taught at school and strategies for doing so

G1.B3.S1 Provide parents with information and trainings regarding standards and at home strategies to reinforce skills

PD Opportunity 1

Teachers will facilitate parent trainings and school to home communication

Facilitator

Toni McMillan

Participants

Teachers, staff

Schedule

Monthly, from 8/17/2015 to 6/3/2016

G1.B5 Rigorous standards require greater degree of scaffolding and differentiation of instruction

G1.B5.S1 Provide differentiated best practices for inclusive instruction based on data and observations using standards-based supplemental materials

PD Opportunity 1

Online subscriptions will be used to differentiate instruction during tutorials and daily rotations

Facilitator

Instructional coaches

Participants

Teachers

Schedule

Daily, from 9/8/2015 to 6/3/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B2.S1.A1	Instructional coaches will facilitate common planning weekly, facilitate PD monthly, participate in LTMs, and support teachers through coaching cycle				\$72,890.80
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0831 - Forest Park Elementary School	Title I Part A	0.5	\$35,945.40
<i>Notes: 0.5 Math Coach (Lamees Barakat)- salary & benefits</i>						
			0831 - Forest Park Elementary School	Title I Part A	0.5	\$35,945.40
<i>Notes: 0.5 Science Coach (Rebecca Blucher) - salary & benefits</i>						
			0831 - Forest Park Elementary School	Title I Part A		\$1,000.00
<i>Notes: PD Supplies such as chart paper, ink, post-its, markers, paper, pens, folder, index cards, binders</i>						
2	G1.B3.S1.A1	Teachers will facilitate parent trainings and school to home communication				\$3,223.14
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0831 - Forest Park Elementary School	Title I Part A		\$1,000.00
<i>Notes: Part time pay and benefits for teachers to conduct academic parent trainings</i>						
			0831 - Forest Park Elementary School	Title I Part A		\$1,223.14
<i>Notes: Supplies for communication and trainings such as agenda books, paper, ink, folders, pens, highlighters, resource books, refreshments</i>						
			0831 - Forest Park Elementary School	Title I Part A		\$1,000.00
<i>Notes: Postage for parent communications</i>						
3	G1.B5.S1.A1	Resource teachers will provide small group instruction to target students through push-in/pull-out model				\$109,011.29
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0831 - Forest Park Elementary School	Title I Part A	0.5	\$35,945.40
<i>Notes: 0.5 Reading Resource Teacher (McGill) primary grades</i>						
			0831 - Forest Park Elementary School	Title I Part A	0.5	\$35,945.40

Budget Data						
<i>Notes: 0.5 Reading Resource Teacher (Sullivan) intermediate grades</i>						
			0831 - Forest Park Elementary School	Title I Part A	0.5	\$35,945.40
<i>Notes: 0.5 Math Resource Teacher (Grant)</i>						
			0831 - Forest Park Elementary School	Title I Part A		\$500.00
<i>Notes: Substitutes for resource teachers</i>						
			0831 - Forest Park Elementary School	Title I Part A		\$675.09
<i>Notes: LLI ancillary supplies, math supplemental materials such as Lake Shore Learning math/reading cards, paper, ink</i>						
4	G1.B5.S1.A2	Provide extended learning opportunities on Saturdays for students struggling to meet grade level standards				\$5,675.09
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0831 - Forest Park Elementary School	Title I Part A		\$5,000.00
<i>Notes: HQ Tutors - salary and benefits</i>						
			0831 - Forest Park Elementary School	Title I Part A		\$675.09
<i>Notes: Tutorial supplies such as paper, ink, Ready Florida materials, pencils</i>						
5	G1.B5.S1.A3	Online subscriptions will be used to differentiate instruction during tutorials and daily rotations				\$6,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0831 - Forest Park Elementary School	Title I Part A		\$6,000.00
<i>Notes: Online subscriptions such as VMath, Reflex Math, iReady, TenMarks, Edmodo Snapshot</i>						
Total:						\$196,800.32