The School District of Palm Beach County

Forest Park Elementary School

2017-18 Schoolwide Improvement Plan

Forest Park Elementary School

1201 SW 3RD ST, Boynton Beach, FL 33435

https://fpes.palmbeachschools.org

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	97%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	94%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	D*	C

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 was approved by the Palm Beach County School Board on 11/8/2017.

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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Forest Park Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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 and Multicultural Celebration).

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

The Pillars of effective instruction lead our practices in providing all of our students with opportunities that will support their academic success. All students are:
Collaborating in a student centered personalized environment: students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Empowered and supported through high expectations to be college and career ready: students consistently experience rigorous, standards based instruction grounded in the expectation that all students can succeed.

Student involvement in the academic process is key. Students learn to articulate, the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

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.

c. 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 continuously throughout the 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 (CHAMPS). School-wide recognition system is in place (i.e. Student of the Week and Weekly Tiger Paw drawing).

d. 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, classroom teachers, and a leadership representative) to provide a differentiated delivery of services based on student/school need. Include core (classroom guidance, workshop, assembly, Morning Meetings), 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.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Our plan is to utilize data plan systems to identify students who have attendance, behavioral, and academic issues. Incentives are in place to promote school attendance--100%, zero tardies (i.e. certificates and prizes). Similar incentives are in place for behavior, as per our SwPBS Team (i.e. Tiger Paws).

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

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

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Attendance below 90 percent	17	7	7	17	10	8	0	0	0	0	0	0	0	66
One or more suspensions	0	1	2	2	6	7	0	0	0	0	0	0	0	18
Course failure in ELA or Math	25	44	35	78	39	69	0	0	0	0	0	0	0	290
Level 1 on statewide assessment	0	0	0	43	30	61	0	0	0	0	0	0	0	134

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

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Students exhibiting two or more indicators	9	2	5	50	25	58	0	0	0	0	0	0	0	149

c. 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, Fundations, iReady, and Top Score. Common planning and PLCs are in place to ensure students needs are met through: differentiated instruction, data chats with teachers and students to set goals, mentor/mentee with staff members and parental involvement with Literacy, Math/Science, Inquiry, Curriculum Nights. School guidance will facilitate classroom, individual, and group counseling to provide interventions for behavioral and social concerns.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
Yes

1. PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/446661.

2. Description
A PIP has been uploaded for this school or district - see the link above.

2. 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 and Motivational/Behavioral Incentives. Partners are included in on

campus activities (i.e. Curriculum Nights, Field Day, Appreciation celebrations, etc.). The addition of the Disney Musicals in Schools Grant will enhance family and community engagement which will culminate in a musical production. Forest Park encourages parents to volunteer in classrooms, campus activities, and/or chaperone field trips. Workshops and parent meetings are held to teach and provide information to parents. Staff members utilize EdLine (school webpage), School Newsletter and social media, to promote and build community relations. Reading intervention support by the Literacy Coalition and Americorps volunteers.

C. Effective Leadership

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Robinson, Nancy	Principal
McMillan, Toni	Assistant Principal
Green, Simone	Administrative Support
McGill, Susan	Teacher, K-12
Lubin, Karen	Administrative Support
Davis, Carla	Administrative Support
Navarra, Charles	Teacher, K-12
Blucher, Rebecca	Instructional Coach
Corneille, Jessica	Instructional Coach
Canton, Jessy	School Counselor
Beeler, Victoria	Administrative Support
Vaniglia, Cheri	School Counselor

b. Duties

1. 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 team her expectations.

School-Based Team Leader: Facilitates SBT meetings; Assists with the development of intervention plans; Assists with data collection; Records minutes from the meetings. Communicates with parents regarding RTI plans and strategies as needed

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.

Single School Culture Coordinator: Provides side-by-side support for Professional Learning

Communities (PLC). Facilitates the implementation of instructional programs - ie. iReady initiative/etc. Meets regularly with school/district administration to ensure continual alignment to the District Strategic Plan. Also work to facilitate academic conversations in PLC with a focus on building teacher capacity and student achievement.

Reading, Math / 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. Also work to facilitate academic conversations in PLC with a focus on building teacher capacity and student achievement.

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

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.

School Based Team uses a variety of data to identity students at risk academically and or behaviorally. Such forms of data include but are not limited to attendance, RRR, FSA/diagnostics, pupil progression, classroom behavior plans, discipline referrals, etc. In addition, teachers are asked to bring student work samples, anecdotal notes, etc.Standing Members include: the School Based Team Leader, Assistant Principal, Single School Culture Coordinator. 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.

2. 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 weekly. Participants will be invited as needed based on the concerns being addressed.

Forest Park Elementary receives additional funds from Title I for resource teachers, coaches, supplemental classroom supplies, tutorial supplies, staff development, parent involvement workshops and various tutoring opportunities. 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, Palm Beach Model of Instruction, and leadership development. Services are provided by Title II 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.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Renette Civilma	Teacher
Jessica Corneille	Teacher
Barbara Callahan	Teacher
Nancy Robinson	Principal
Carla Fusco	Education Support Employee
Sherry Thomas	Education Support Employee
Amanda Cruz	Parent
Noelle Smallman	Teacher
Rose-Michele Jeantinoble	Teacher
Rhonda Holder	Business/Community

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. 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.

b. 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.

c. 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.

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

Technology-LanSchool $500

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

a. 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. SAC has a designated parent liaison to assist with recruitment.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Corneille, Jessica	Instructional Coach
Navarra, Charles	Teacher, K-12
Beeler, Victoria	Administrative Support
McGill, Susan	Teacher, K-12
Goldberg, Helen	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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 Single School Culture Coordinator, and media specialist. 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.

Initiatives of the LLT

One of our initiatives will include vocabulary development through Interactive Read Aloud as well as small group instruction in Guided and strategy groups. 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 through model/demonstration classrooms. Another initiative is to utilize technology through literacy instruction while incorporating the topics of Science and Social Studies. We will continue to work with the community to collect and provide books for our students to keep and practice at home. In addition, students will have the opportunity to visit our newly funded Ben Carson Reading Room.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(IV).

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

The pillars of effective instruction focus on ensuring that ALL students are provided with instruction that will prepare them for post secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in collaborative planning and instruction.

At Forest Park we encourage positive working relationships with teachers' participation in PLCs. The master schedule has been designed to provide consistent time for teachers to meet by grade level and content area. 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.

2. 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. Work with local colleges/universities to develop student teachers as perspective employees- Principal and Assistant Principal
6. Develop lead teachers through clinical education coursework- Assistant Principal

We develop teachers through PLCs, collaborative instructional planning, mentoring, and Professional Development opportunities.

3. 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)
Frequent meetings to discuss teacher evaluation components
Teacher Mentor 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 (PLCs) 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 are 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 are provided a mentor teacher who has been Clinical Ed certified and is not part of the mentees grade level. Mentees are also provided a "buddy" teacher.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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. Single School Culture Coordinator and academic coaches will meet with teachers to unpack standards, align strategies, and develop effective models for instructing and assessing student learning. Support for instruction is provided by District curriculum specialists. Assessments are analyzed and data is used to drive future instruction in order to meet student needs. Regional specialists provide additional support.

b. Instructional Strategies

1. 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.

Administration and Academic Coaches hold meetings on a weekly basis to make decisions about instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS), Mathematics Florida Standards (MAFS) and Science Next Generation Sunshine State Standards.

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, students participate in adaptive technology such as iReady and Imagine Learning, 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, providing LLI (Leveled Literacy Intervention) instruction and Fundations. Utilizing academic tutors to promote double down instruction within classrooms.

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 60-75 minutes 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 needs of students. Item specifications are aligned to standard based instruction; develop rigorous classroom instruction to include higher order thinking and vocabulary development; incorporate Fluency Routines; data analysis of unit assessments to monitor student progress; which includes Differentiated Instruction (i.e. remediation, reteaching, and enrichment). The implementation of an advanced math placement (AMP) class for select 3rd grade students.

Science coach and teachers provide instruction aligned with the Science Next Generation Sunshine State Standards. Hands-on labs and small groups are utilized to support and enhance science concepts.

Choice Coordinator aligns the units of inquiry to Florida Standards to promote higher order thinking, inquiry and rigorous instruction throughout all content areas.

2. 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: 1,440

Bottom quartile students will receive Monday tutorial in the areas of math,reading and writing.Test taking strategies will be infused using grade level text and item specifications.

Strategy Rationale

Monday tutorial offers our bottom quartile students with additional instruction to gain necessary skills to become proficient in reading, math and writing.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Beeler, Victoria, victoria.beeler@palmbeachschools.org

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

Those students in Monday tutorial will use FSA, FSQ/USA diagnostics, RRR and iReady results as data to evaluate gains/losses. The writing students will have a pre-test and post-test.

Strategy: Weekend Program

Minutes added to school year: 1,440

Level 2 and 3 students will receive Saturday tutorial in the areas of math,reading and writing.Test taking strategies will be infused using grade level text and item specifications.

Strategy Rationale

Saturday tutorial offers our level 2 and 3 students additional instruction to gain necessary skills to become proficient in reading, math, writing and science.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
McMillan, Toni, toni.mcmillan@palmschools.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 FSA, FSQ/USA diagnostics, RRR and iReady results as data to evaluate gains/losses. The writing students will have a pre-test and post-test.

Strategy: After School Program

Minutes added to school year: 27,960

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. Other activities include health awareness (social emotional) and fine arts.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Canton, Jessy, jessy.canton@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.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. 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, Inquiry Night, and Title I Parent Nights

• 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.

As an early intervention to increase reading on grade level by third grade and to increase student readiness to enter kindergarten, Forest Park, offers a school year Voluntary Prekindergarten (VPK) program that is supplemented with enrichment hours. This VPK program is supported by the Department of Early Childhood Education and follows all statutes, rules and contractual mandates in the Florida VPK Statewide Provider Agreement, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the performance standards adopted by the Florida DOE. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life.

b. College and Career Readiness

1. 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

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

n/a

3. 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

4. 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

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

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 provide effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd grade.

Strategic Goals Detail

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

G1. If we provide effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd grade. 1a

🔍 G094772

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement - Grade 3	53.0
FSA ELA Achievement - Grade 3	35.0
ELA Achievement District Assessment	32.0
FSA ELA Achievement	39.0
FSAA Mathematics Achievement	56.0
Statewide Science Assessment Achievement	45.0

Targeted Barriers to Achieving the Goal 3

- We have a challenge at using standards when planning for differentiated instruction in an inclusive setting and using data to adjust and plan for remediation of instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- District curriculum staff developers

- Title I funds for supplemental programming (personnel, supplies, PD)

- Single School Culture Coordinator and Academic Coaches

- ESE/ESOL Coordinator, Intervention materials such as LLI and Fundations

- Extended Learning Opportunities (Kreative Kidz and tutorials)

Plan to Monitor Progress Toward G1. 8

Admin team will review mid-year data to monitor effectiveness and make adjustments to strategies and action steps as needed.

Person Responsible
Nancy Robinson

Schedule
Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion
Admin meeting notes, action plan, assessment results (Diagnostics, iReady reports, RRRs), completion of mid-year reflection

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 provide effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd grade. `1`

🔍 G094772

G1.B4 We have a challenge at using standards when planning for differentiated instruction in an inclusive setting and using data to adjust and plan for remediation of instruction. `2`

🔍 B254825

G1.B4.S2 Develop the capacity of teachers to deliver effective instruction that is customized to the individual strengths, needs, interests and aspirations of each learner. `4`

🔍 S269199

Strategy Rationale

Delivery of effective instruction that meets the needs of individual students will increase student achievement.

Action Step 1 `5`

PLCs provide a collaborative environment in which teachers will analyze data to ensure teachers have identified the specific needs of students.

Person Responsible

Nancy Robinson

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Agendas from PLCs, data reports, targeted student lists, progress monitoring logs

Action Step 2 `5`

PLCs provide a collaborative environment in which teachers will unpack standards to explicitly align lessons.

Person Responsible

Nancy Robinson

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Agendas from PLCs, scales, lesson plans

Action Step 3 `5`

PLCs provide a collaborative environment in which teachers will determine appropriate instructional practices and build teacher capacity to increase student achievement.

Person Responsible

Nancy Robinson

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Agendas from PLCs, Coach's schedule/calendar/log, feedback to teachers

Action Step 4 `5`

Instructional coaches will implement the coaching cycle to provide individualized job embedded professional development focused on planning and delivering effective instruction.

Person Responsible

Nancy Robinson

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Coach's schedule/calendar/log, feedback form teachers

Plan to Monitor Fidelity of Implementation of G1.B4.S2 `6`

Admin team will monitor that PLCs provide a collaborative environment in which teachers analyze data, unpack standards, determine appropriate instructional practices. They will also monitor that instructional coaches are implementing the coaching cycle.

Person Responsible

Nancy Robinson

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Feedback to facilitator; reflection; leadership meeting agendas, sign-in sheets, notes reflecting discussion with facilitators, and teacher feedback on implementation. Develop action plan collaboratively as needed.

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 `7`

Admin team will review data, lesson plans, to monitor effectiveness of all action steps and make adjustments to implementation based on needs.

Person Responsible

Nancy Robinson

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Assessment results (FSQs, USAs, RRRs, and iReady reports), lesson plans, coaching logs, Admin meeting notes, and summary from teacher feedback.

G1.B4.S3 Provide students with a variety of learning opportunities that meets their needs and supports their learning. [4]

🔑 S269200

Strategy Rationale

Customized instruction to meet the individual needs of students will result in increased student achievement.

Action Step 1 [5]

Resource teacher provides small group reading support to struggling readers.

Person Responsible

Nancy Robinson

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Teacher schedule/log, student groups, student selection data, intervention/lesson plan and attendance

Action Step 2 [5]

Extended learning opportunities are provided after-school and on Saturdays to reinforce and reiterate concepts.

Person Responsible

Toni McMillan

Schedule

Weekly, from 10/2/2017 to 3/2/2018

Evidence of Completion

Teacher time sheets, student sign-ins, lesson plans; feedback to teachers; focus calendar; and collaboration with Single School Culture Coordinator.

Action Step 3 [5]

Computer-based learning provides personalized opportunities to support reading and math instruction.

Person Responsible

Victoria Beeler

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Computer lab schedule, data reports, feedback and collaboration with teacher and instructional coaches.

Plan to Monitor Fidelity of Implementation of G1.B4.S3 [6]

Admin team will monitor that resource teachers provide personalized support during small groups and extended learning to meet the needs of struggling students. They will also monitor the use of computer-based learning as a tool for remediation.

Person Responsible

Nancy Robinson

Schedule

Daily, from 8/22/2016 to 6/2/2017

Evidence of Completion

Data reports; leadership team meeting agendas, notes, sign-ins; teacher feedback and reflection on implementation. Develop action plan collaboratively as needed.

Plan to Monitor Effectiveness of Implementation of G1.B4.S3 `7`

Admin team will monitor and review assessment data to determine the effectiveness of all action steps and make adjustments to implementation as needed.

Person Responsible

Nancy Robinson

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Admin meeting notes, action plan, assessment results (iReady reports, diagnostics, USAs, FSQs,) lesson plans, student groupings, Data Binders, and classroom observation notes.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B4.S3.MA1 M383892	Admin team will monitor that resource teachers provide personalized support during small groups and...	Robinson, Nancy	8/22/2016	Data reports; leadership team meeting agendas, notes, sign-ins; teacher feedback and reflection on implementation. Develop action plan collaboratively as needed.	6/2/2017 daily
G1.B4.S3.A2 A359249	Extended learning opportunities are provided after-school and on Saturdays to reinforce and...	McMillan, Toni	10/2/2017	Teacher time sheets, student sign-ins, lesson plans; feedback to teachers; focus calendar; and collaboration with Single School Culture Coordinator.	3/2/2018 weekly
G1.MA1 M383893	Admin team will review mid-year data to monitor effectiveness and make adjustments to strategies...	Robinson, Nancy	8/14/2017	Admin meeting notes, action plan, assessment results (Diagnostics, iReady reports, RRRs), completion of mid-year reflection	6/1/2018 weekly
G1.B4.S2.MA1 M383889	Admin team will review data, lesson plans, to monitor effectiveness of all action steps and make...	Robinson, Nancy	8/14/2017	Assessment results (FSQs, USAs, RRRs, and iReady reports), lesson plans, coaching logs, Admin meeting notes, and summary from teacher feedback.	6/1/2018 monthly
G1.B4.S2.MA1 M383890	Admin team will monitor that PLCs provide a collaborative environment in which teachers analyze...	Robinson, Nancy	8/14/2017	Feedback to facilitator; reflection; leadership meeting agendas, sign-in sheets, notes reflecting discussion with facilitators, and teacher feedback on implementation. Develop action plan collaboratively as needed.	6/1/2018 daily
G1.B4.S2.A1 A359244	PLCs provide a collaborative environment in which teachers will analyze data to ensure teachers...	Robinson, Nancy	8/14/2017	Agendas from PLCs, data reports, targeted student lists, progress monitoring logs	6/1/2018 weekly
G1.B4.S2.A2 A359245	PLCs provide a collaborative environment in which teachers will unpack standards to explicitly...	Robinson, Nancy	8/14/2017	Agendas from PLCs, scales, lesson plans	6/1/2018 weekly
G1.B4.S2.A3 A359246	PLCs provide a collaborative environment in which teachers will determine appropriate instructional...	Robinson, Nancy	8/14/2017	Agendas from PLCs, Coach's schedule/ calendar/log, feedback to teachers	6/1/2018 weekly
G1.B4.S2.A4 A359247	Instructional coaches will implement the coaching cycle to provide individualized job embedded...	Robinson, Nancy	8/14/2017	Coach's schedule/calendar/log, feedback form teachers	6/1/2018 daily
G1.B4.S3.MA1 M383891	Admin team will monitor and review assessment data to determine the effectiveness of all action...	Robinson, Nancy	8/14/2017	Admin meeting notes, action plan, assessment results (iReady reports, diagnostics, USAs, FSQs,) lesson plans, student groupings, Data Binders, and classroom observation notes.	6/1/2018 weekly
G1.B4.S3.A1 A359248	Resource teacher provides small group reading support to struggling readers.	Robinson, Nancy	8/14/2017	Teacher schedule/log, student groups, student selection data, intervention/ lesson plan and attendance	6/1/2018 daily
G1.B4.S3.A3 A359250	Computer-based learning provides personalized opportunities to support reading and math instruction.	Beeler, Victoria	8/14/2017	Computer lab schedule, data reports, feedback and collaboration with teacher and instructional coaches.	6/1/2018 daily

V. Professional Development Opportunities

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

G1. If we provide effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd grade.

G1.B4 We have a challenge at using standards when planning for differentiated instruction in an inclusive setting and using data to adjust and plan for remediation of instruction.

G1.B4.S2 Develop the capacity of teachers to deliver effective instruction that is customized to the individual strengths, needs, interests and aspirations of each learner.

PD Opportunity 1

PLCs provide a collaborative environment in which teachers will analyze data to ensure teachers have identified the specific needs of students.

Facilitator

Victoria Beeler-SSCC (K-2) Jessica Corneille (3-5) Rebecca Blucher (3-5)

Participants

Instructional Staff K-5

Schedule

Weekly, from 8/14/2017 to 6/1/2018

PD Opportunity 2

PLCs provide a collaborative environment in which teachers will unpack standards to explicitly align lessons.

Facilitator

Victoria Beeler-SSCC (K-2) Jessica Corneille (3-5) Rebecca Blucher (3-5)

Participants

Instructional Staff K-5

Schedule

Weekly, from 8/14/2017 to 6/1/2018

PD Opportunity 3

PLCs provide a collaborative environment in which teachers will determine appropriate instructional practices and build teacher capacity to increase student achievement.

Facilitator

Victoria Beeler-SSCC (K-2) Jessica Corneille (3-5) Rebecca Blucher (3-5)

Participants

Instructional Staff K-5

Schedule

Weekly, from 8/14/2017 to 6/1/2018

PD Opportunity 4

Instructional coaches will implement the coaching cycle to provide individualized job embedded professional development focused on planning and delivering effective instruction.

Facilitator

Instructional Coaches

Participants

Instructional Staff

Schedule

Daily, from 8/14/2017 to 6/1/2018