Forest Park Elementary School

2018-19 Schoolwide Improvement Plan

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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)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	96%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	92%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	C	C	D*

School Board Approval

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

SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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 Leadership Team

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
Davis, Carla	Administrative Support
Blucher, Rebecca	Instructional Coach
Canton, Jessy	School Counselor
Beeler, Victoria	Administrative Support
Vaniglia, Cheri	School Counselor
Civilma, Renette	Instructional Coach
Jeantinoble, Rose-Michele	Teacher, K-12
Mitchell, Maureen	Teacher, ESE

Duties

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

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.

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.

SAI 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 the students and the 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, SAI teacher, school psychologist, someone from an outside agency.

Early Warning Systems

Year 2017-18

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	10	9	9	8	12	8	0	0	0	0	0	0	0	56
One or more suspensions	0	3	4	6	14	5	0	0	0	0	0	0	0	32
Course failure in ELA or Math	29	52	43	61	61	28	0	0	0	0	0	0	0	274
Level 1 on statewide assessment	0	0	0	26	35	35	0	0	0	0	0	0	0	96

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	5	9	8	32	44	24	0	0	0	0	0	0	0	122

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	2	2	15	16	23	0	0	0	0	0	0	0	58
Retained Students: Previous Year(s)	0	1	2	15	16	23	0	0	0	0	0	0	0	57

Date this data was collected

Friday 9/7/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	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

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	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

Part II: Needs Assessment/Analysis

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

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

When looking at our data, we noticed that our lowest performing component is within science, we declined by 6%.
This decline is a trend due to the data within the last five years: FY18- 34%, FY17- 40%, FY 16- 38%, FY 15- 44%, FY14-23%.
When looking at our math data, our overall math achievement had a 1% growth in comparison to last year. Our 3rd grade and 4th grade students had a slight decline of 1% to 4%.
When looking at our subgroup data, there is inconsistencies within the content area, we had subgroups go up in math and ELA, but declined in science. However, the reverse is true.

Which data component showed the greatest decline from prior year?

Science showed the greatest decline from prior year, we declined by 6%.
This decline is a trend due to the data within the last five years: FY18- 34%, FY17- 40%, FY 16- 38%, FY 15- 44%, FY14-23%

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

When compared to the state, the biggest gap is seen within Science Achievement by -21%. In comparison to the state, we did not meet the average in ELA Achievement by -12%, Math Achievement by -10% and Math Learning Gains by -1%.
However, when compared to the state's average, our school exceeded the state in ELA Learning Gains by +11%, ELA L25th by +25% and Math L25th by +11%.

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

Our ELA Lowest 25% percentile showed the most improvement by a 16% growth from FY17 to FY18. Our Math L25th also demonstrated a double digit gain of 12% when compared to FY17. Additionally, our school demonstrated gains within various cells: ELA Achievement +10%, ELA Learning Gains +8%, and Math Learning Gains +8%.

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

Our school analyzed targeted areas of deficiencies by looking at student data to develop interventions that focused on student needs. The interventions included differentiated push-in support, small group instruction and tutorials for students during the school day, after school and Saturday tutorials.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	**District**	**State**	**School**	**District**	**State**
ELA Achievement	44%	57%	56%	29%	52%	52%
ELA Learning Gains	66%	61%	55%	55%	56%	52%
ELA Lowest 25th Percentile	73%	56%	48%	49%	51%	46%
Math Achievement	52%	65%	62%	46%	61%	58%
Math Learning Gains	58%	63%	59%	59%	61%	58%
Math Lowest 25th Percentile	56%	53%	47%	57%	51%	46%

School Grade Component	2018			2017		
	School	District	State	School	District	State
Science Achievement	34%	56%	55%	38%	53%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	10 (17)	9 (7)	9 (7)	8 (17)	12 (10)	8 (8)	56 (66)
One or more suspensions	0 (0)	3 (1)	4 (2)	6 (2)	14 (6)	5 (7)	32 (18)
Course failure in ELA or Math	29 (25)	52 (44)	43 (35)	61 (78)	61 (39)	28 (69)	274 (290)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	26 (43)	35 (30)	35 (61)	96 (134)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	40%	56%	-16%	57%	-17%
	2017	27%	54%	-27%	58%	-31%
Same Grade Comparison		13%				
Cohort Comparison						
04	2018	44%	58%	-14%	56%	-12%
	2017	35%	57%	-22%	56%	-21%
Same Grade Comparison		9%				
Cohort Comparison		17%				
05	2018	33%	59%	-26%	55%	-22%
	2017	32%	52%	-20%	53%	-21%
Same Grade Comparison		1%				
Cohort Comparison		-2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	52%	63%	-11%	62%	-10%
	2017	56%	62%	-6%	62%	-6%
Same Grade Comparison		-4%				
Cohort Comparison						
04	2018	48%	63%	-15%	62%	-14%
	2017	49%	64%	-15%	64%	-15%
Same Grade Comparison		-1%				
Cohort Comparison		-8%				
05	2018	49%	66%	-17%	61%	-12%
	2017	39%	61%	-22%	57%	-18%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		10%				
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	29%	56%	-27%	55%	-26%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	14	57	60	14	45						
ELL	32	66	72	40	51	56	17				
BLK	44	69	70	49	52	45	31				
HSP	38	59		55	71						
WHT	64			75							
FRL	44	66	73	52	58	56	34				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	17	43	50	33	52	55	36				
ELL	24	59	61	41	49	42	33				
BLK	31	54	56	47	47	47	33				
HSP	33	63		50	56		50				
WHT	67	82		100	64						
FRL	33	57	58	51	49	45	41				

Part III: Planning for Improvement

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

Areas of Focus:

Activity #1	
Title	To ensure progress within Math and Science overall Achievement while sustaining ELA Achievement progress, in alignment with the district's Strategic Plan; LTO #1, Increase reading on grade level by third grade and LTO #2, Ensure high school readiness.
Rationale	When looking at our data, we noticed within science, we declined by 6%. This decline is a trend due to the data within the last five years: FY18- 34%, FY17- 40%, FY 16- 38%, FY 15- 44%, FY14-23%. When looking at our math data, our overall math achievement had a 1% growth in comparison to last year. Our 3rd grade and 4th grade students had a slight decline of 1% to 4%. This trend is reflective of the data within the last five years: FY18- 52%, FY17- 51%, FY16- 46%, FY15- 38% Learning gains and L25 learning gains did increase from FY17 to FY18, however continuous improvement needs to be made. Reading data increased in by 10% in FY18, ELA learning gains increased by 8% and learning gains of low 25 increased by 16%
Intended Outcome	The intended outcome in Math is for 3rd, 4th and 5th grade to increase by 5%, an expected outcome of; 3rd > 40%, 4th > 44%, 5th > 38%. Increase overall achievement by 5%, an expected outcome of 57% or more. Our goal is to increase our learning gains from 58% to 62%. We want to see our L25 increase from 56% to 61%. In Science, the intended outcome is to Increase achievement by 11% in order to reach a 45% proficiency rate. Our goal is to decrease level 2 students by providing support and strategic opportunities to move to level 3 or higher.
Point Person	Nancy Robinson (nancy.robinson@palmbeachschools.org)
Action Step	
Description	Pillars of Effective Instruction- Students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statue 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B.policy 2.09 with a focus to assist learners to reach their highest potential and succeed in global outreach, while providing experiences that prepares students to become productive citizens. *Planning and developing standard based-instruction during PLCs and Common Planning to meet the needs of students, which will result in increased student achievement (Blucher and Civilma). *Science lab (Blucher and Green). *Collaboration of Science and Math Coach and IB Coordinator with all content area teachers (Blucher,Green). *Interactive Science and Math journals (Blucher,Green). *Analyze student data to develop interventions that focus on student needs. The interventions include differentiated push-in support, small group instruction (Double Down) and tutorials for students during the school day, after school and Saturday tutorials (McMillan, Beeler).
Person Responsible	Nancy Robinson (nancy.robinson@palmbeachschools.org)
Plan to Monitor Effectiveness	
Description	Coaches will monitor student growth during PLCs, coaching cycles, and learning walks. Assessment results will be monitored (FSQs, USAs, iReady reports, Diagnostics, NGSQ,

vocabulary quizzes, and FSA) by grade level and teacher level. Professional Development will be driven based on the effectiveness of results. Monitoring strategies and techniques will be discussed at weekly coaches' meetings.

Person Responsible   Nancy Robinson (nancy.robinson@palmbeachschools.org)

Activity #2	
Title	
Rationale	
Intended Outcome	
Point Person	[no one identified]
Action Step	
Description	
Person Responsible	[no one identified]
Plan to Monitor Effectiveness	
Description	
Person Responsible	[no one identified]

Activity #3	
Title	
Rationale	
Intended Outcome	
Point Person	[no one identified]
Action Step	
Description	
Person Responsible	[no one identified]
Plan to Monitor Effectiveness	
Description	
Person Responsible	[no one identified]

Part IV: Title I Requirements

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

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

Monitor student attendance and behavior. Increase communication (in home language) between home and school to increase student achievement. Host Open House, Grade Level Curriculum Nights, etc. to introduce parents to teachers and administrators; offer relevant resources to empower the parents to

participate in their child's learning. We will also offer fun, interactive tutorials to parents who are unfamiliar with SchoolMessenger, iReady and other forms of educational technology; communicate classroom and school news to parents monthly and/or as needed. Utilize single school cultural method for inviting parent participation in the cultural education process, such as: robocalls, marquee, flyers and positive teacher notes, letters, phone calls home.

PFEP Link

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

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

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.

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

At FPES, we will provide the following services:
• Literacy Night, Math Night, Science Night, Curriculum Night, Inquiry Night, and Title I Parent Nights

• Kindergarten Round-up
FPES will invite preschool students from local preschools to tour the school. Each child will receive a packet of activities to help prepare him/her for kindergarten. The packet will include suggestions for reading and math.

A staggered start will be utilized for Kindergarten. Kindergarten students will be assessed using FLKRS 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.

Our IB Coordinator will schedule tours with any incoming students and parents interested in attending FPES. Students and parents will have an opportunity to see the unique programs and state of the art technology FPES 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. Feeder middle schools and high schools are invited to tour displays and speak with students to encourage students to continue IB studies. Students matriculating to the middle grades research and present projects during IB Exhibition.

As an early intervention to increase reading on grade level by third grade and to increase student readiness to enter kindergarten, FPES 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 FDOE.

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/ 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 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 binder 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 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. 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.
In alignment, to school board 2.09 and Florida State statue 1003.42 our school highlights multicultural diversity within the arts. Our students participate in activities and studies including, but not limited to, art expos of different eras and countries and in media our library selection is filled with books related to the variety of cultures and contributions of black and African Americans, Latino and Hispanics and women with US History. Our fifth grade focuses on the Holocaust studies and culminates with a visit to the Holocaust Memorial Museum in Washington DC.

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

Part V: Budget

Total:	**$1,800.00**