

The School District of Palm Beach County

Forest Park Elementary School



2019-20 Schoolwide Improvement Plan

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Forest Park Elementary School

1201 SW 3RD ST, Boynton Beach, FL 33435

<https://fpes.palmbeachschools.org>

Demographics

Principal: Sharonda Alleyne

Start Date for this Principal: 7/1/2014

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (58%) 2017-18: B (55%) 2016-17: C (48%) 2015-16: C (48%) 2014-15: D (39%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	B	B	C	C

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<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	Job Duties and Responsibilities
Robinson, Nancy	Principal	Instructional leader in charge of executing and monitoring personnel, resources, and strategies. To ensure all students have an equitable and accessible opportunity to learn and achieve.
McMillan, Toni	Assistant Principal	Instructional leader that supports the execution and monitoring of personnel, resources, and strategies. To ensure all students have an equitable and accessible opportunity to learn and achieve.
Green, Simone	Administrative Support	Monitor and facilitate International Baccalaureate program implementation. Provide support through the inquiry process for 5th grade science teachers and students.
Davis, Carla	Administrative Support	Monitor for compliance and program implementation of the ESOL program; provides support for ELL students.
Blucher, Rebecca	Instructional Coach	Support teachers and students for math instruction in grades 3-5. Lead and facilitate Professional Learning Communities in grades 2-5 to provide standard-based instruction. Provide instructional resources for science for teachers in fifth grade.
Canton, Jessy	School Counselor	Assist ESOL students to overcome social and emotional challenges as new immigrants in our United States school system.
Beeler, Victoria	Instructional Coach	Support teachers and students for ELA and math instruction in grades K-2. Lead and facilitate Professional Learning Communities in grades K-2 to provide standard-based instruction.
Vaniglia, Cheri	School Counselor	Support students and staff with social and emotional needs, academics and behavior. Support through teaching and facilitating school-based team. Counseling students with social and emotional needs. Lead for social and emotional learning. Monitor and assist with positive behavioral support and attendance concerns.
Banks, Altomese	Instructional Coach	Support teachers and students for ELA instruction in grades 3-5. Lead and facilitate Professional Learning Communities in grades 2-5 to provide standard-based instruction.
Jeantinoble, Rose-Michele	Teacher, K-12	5th grade teacher, lead for School Improvement Plan process and facilitate monthly SAC meetings.
Mitchell, Maureen	Teacher, ESE	Facilitate the Child Study Team process. Monitor for compliance and program implementation of the ESE program; provides support for ESE students.

Early Warning Systems**Current Year****The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	89	71	83	85	84	80	0	0	0	0	0	0	0	492
Attendance below 90 percent	13	10	9	13	9	17	0	0	0	0	0	0	0	71
One or more suspensions	2	4	8	11	6	17	0	0	0	0	0	0	0	48
Course failure in ELA or Math	40	69	52	54	33	57	0	0	0	0	0	0	0	305
Level 1 on statewide assessment	0	0	0	36	18	48	0	0	0	0	0	0	0	102

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	7	11	10	39	19	49	0	0	0	0	0	0	0	135

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	0	3	14	0	0	0	0	0	0	0	0	0	17
Students retained two or more times	0	0	0	2	1	0	0	0	0	0	0	0	0	3

FTE units allocated to school (total number of teacher units)

52

Date this data was collected or last updated

Tuesday 8/27/2019

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	5	9	8	32	44	24	0	0	0	0	0	0	0	122

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	5	9	8	32	44	24	0	0	0	0	0	0	0	122

Part II: Needs Assessment/Analysis**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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	55%	58%	57%	34%	53%	55%
ELA Learning Gains	69%	63%	58%	58%	59%	57%
ELA Lowest 25th Percentile	70%	56%	53%	57%	55%	52%
Math Achievement	61%	68%	63%	51%	62%	61%
Math Learning Gains	65%	68%	62%	50%	62%	61%
Math Lowest 25th Percentile	55%	59%	51%	44%	53%	51%
Science Achievement	30%	51%	53%	40%	51%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	89 (0)	71 (0)	83 (0)	85 (0)	84 (0)	80 (0)	492 (0)
Attendance below 90 percent	13 (10)	10 (9)	9 (9)	13 (8)	9 (12)	17 (8)	71 (56)
One or more suspensions	2 (0)	4 (3)	8 (4)	11 (6)	6 (14)	17 (5)	48 (32)
Course failure in ELA or Math	40 (29)	69 (52)	52 (43)	54 (61)	33 (61)	57 (28)	305 (274)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	36 (26)	18 (35)	48 (35)	102 (96)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	43%	54%	-11%	58%	-15%
	2018	40%	56%	-16%	57%	-17%
Same Grade Comparison		3%				
Cohort Comparison						
04	2019	75%	62%	13%	58%	17%
	2018	44%	58%	-14%	56%	-12%
Same Grade Comparison		31%				
Cohort Comparison		35%				
05	2019	45%	59%	-14%	56%	-11%
	2018	33%	59%	-26%	55%	-22%
Same Grade Comparison		12%				
Cohort Comparison		1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	58%	65%	-7%	62%	-4%
	2018	52%	63%	-11%	62%	-10%
Same Grade Comparison		6%				
Cohort Comparison						
04	2019	69%	67%	2%	64%	5%
	2018	48%	63%	-15%	62%	-14%
Same Grade Comparison		21%				
Cohort Comparison		17%				
05	2019	48%	65%	-17%	60%	-12%
	2018	49%	66%	-17%	61%	-12%
Same Grade Comparison		-1%				
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	27%	51%	-24%	53%	-26%
	2018	29%	56%	-27%	55%	-26%
Same Grade Comparison		-2%				
Cohort Comparison						

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	28	58	73	29	54	60	19				
ELL	47	70	76	60	67	55	24				
BLK	54	69	67	56	62	50	29				
HSP	56	70		73	70		27				
WHT	69			77							
FRL	54	69	70	61	65	55	31				
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				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	54
Total Points Earned for the Federal Index	459
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	45
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	57
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	56
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	57
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	73
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	57
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Science data showed the lowest performance: in FY19 we achieved 30%, which was a decline from FY18, which was 34%. When looking at our subgroup performance we see that our black/African American students declined by 2% and our FRLs declined by 3%.

The contributing factors are the students taking the 5th grade science assessment have limited prior knowledge and struggle with the academic vocabulary of the content. This is a trend because the historical data at FPES have demonstrated this to be the content that we most struggle with.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Within our math L25s, our data demonstrates a 1% decrease total. However, we have not had significant growth within the last several years. Our ELLs and Free and Reduced lunch had a decline of 1% and our Black/African American students had a decline of 6%.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

When looking at comparison data to the state, we see that we have a positive difference of 17% above the state in our ELA L25s. Our school scored 70% and the state scored 53%. We incorporated standard-based, differentiated instruction strategies and planning within the PLC structure. Leadership monitored carefully and provided support as needed.

Which data component showed the most improvement? What new actions did your school take in this area?

The contents that demonstrated the most improvement from one year to the next was seen;
ELA showed an 11% increase (FY19 data was 55% and FY18 was 44%)
Math showed a 9% increase (FY19 data was 61%, FY18 was 52%)

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?
(see Guidance tab for additional information)**

When looking at the EWS data, the two potential areas of concern would be:
Course failure in ELA or Math specifically as it pertains to our primary grades k-2
Students with two or more indicators specifically in grades 3-5

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Improve science achievement within all subgroups...using relevant instructional materials such as Science Boot Camp .
2. Increase learning gains within the low performing students in math.
3. Maintain positive learning growth within ELA and Math Achievement, ELA and Math gains, and within ELA L25s.
4. Increase student achievement within our primary grades (k-2) as monitored through various data points (adaptive technology, RRRs, FSQ's and USA's).
5. Incorporate Social Emotional Learning (SEL) strategies and resources to support all learners all the time.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	To ensure effective and relevant instruction from all students within all content areas in alignment to the districts strategic plan LTO 1 increase 3rd grade reading and LTO 2 ensure high school readiness.
Rationale	<p>Our data below explains why at FPES we need to maintain momentum with our positive growth within ELA and Math and focus on making improvements. Science data showed the lowest performance: in FY19 we achieved 30%, which was a decline from FY18, which was 34%. When looking at our subgroup performance we see that our Black/African American students declined by 2% and our FRLs declined by 3%</p> <p>Within our math L25s, our data demonstrates a 1% decrease total. However, we have not had significant growth within the last several years. Our ELLs and Free and Reduced lunch had a decline of 1% and our Black/African American students had a decline of 6%</p>
State the measurable outcome the school plans to achieve	<p>ELA Achievement increase 5% (FY19 55% to FY20 60%) ELA Learning Gains increase 5% (FY19 69% to FY20 74%) ELA L25s increase 5% (FY19 70% to FY20 75%) Math Achievement increase 5% (FY19 61% to FY20 66%) Math Learning Gains increase 5% (FY19 65% to FY20 70%) Math L25s increase 5% (FY19 55% to FY20 60%) Science Achievement increase 10% (FY19 30% to FY20 40%)</p>
Person responsible for monitoring outcome	Nancy Robinson (nancy.robinson@palmbeachschools.org)
Evidence-based Strategy	<ol style="list-style-type: none"> 1. Professional Learning Communities (PLC) 2. Tutorials 3. Double Down using resource teachers 4. Adaptive technology (iReady, Imagine Learning and Success Maker,) 5. Small group differentiated instruction 6. International Baccalaureate Primary Year Program (PYP)
Rationale for Evidence-based Strategy	<ol style="list-style-type: none"> 1. Professional Learning Communities (PLCs) provide educators the opportunities to collaboratively dis-aggregate data, plan standard-based instruction utilizing research based practices to implement effective classroom instruction to support all learners. 2. Tutorials provide students with additional, targeted support by content experts. 3. Double Down using ELL, ESE Resource teachers to support student learning through differentiated instruction utilizing a variety of materials and methods. 4. Adaptive technology (i-Ready, Imagine Learning and Success Maker) allows for personalized instruction to support student growth as remediation and enrichment. 5. Small group differentiated instruction allows students to learn with guided support at their pace. 6. International Baccalaureate Primary Year Program (PYP) establishes an environment of global learners through research, presentations, writing, and exhibitions to promote independence and develop self esteem.
Action Step	
Description	<ol style="list-style-type: none"> 1. Professional Learning Communities (PLC) <ol style="list-style-type: none"> A. Establish weekly schedule B. Develop agendas utilizing student data, classroom observations and focus calendars provided by the district. C. Create lesson plans focused on student needs. Develop strategies and identify

resources and key content and vocabulary that will be taught.

D. Monitoring will occur through learning walks, review of lesson plans and student data analysis (Blucher, Banks, Beeler)

2. Tutorials

A. Identify target student groups based on data

B. Employ content area specialist based on data

C. Develop instructional focus based on student needs

D. Monitoring will occur through analysis of student FSQ and USA results.

3. Double Down using resource teachers

A. Establish push in student schedule

B. Identify students and align with corresponding resource teacher (ELL student with ELL teacher).

C. Develop instructional focus and strategies to be utilized during small group instruction.

D. Monitoring will occur through learning walks, review of lesson plans and student data analysis (Mitchell, Fusco)

4. Adaptive technology (iReady, Imagine Learning and Success Maker,)

A. Establish procedures and expectations for the use of technology during small group instruction.

B. Monitoring through weekly reports and celebrations.

5. Small group differentiated instruction

A. Teachers utilize resources from adaptive technology to continuously improve student achievement (during PLC)

B. Develop and implement a focus calendar with secondary benchmarks utilizing Blender and i-Ready Toolbox.

C. Monitoring occurs through learning walks.

6. International Baccalaureate Primary Year Program (PYP)

A. Choice coordinator meets consistently with grade levels to develop the IB Planners (Thematic maps).

B. Scheduling of culminating cultural activities/ research based exhibition.

C. Evidence of success is documented through the uploading of IB planners and through the summative assessments.

**Person
Responsible**

Nancy Robinson (nancy.robinson@palmbeachschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

In alignment with the District's Strategic Plan and with the goal to increase the academic instruction of all students- Students are immersed in rigorous task encompassing the full intent of the Florida State Standards including the content required by Florida State Statute 1003.42 continuing to develop a Single School Culture of excellence in Academics, Behavior, and climate with an appreciation of multicultural diversity in alignment of S.B. policy 2.09 with a focus on the instruction of the

*History of Holocaust;

*History of African Americans;

*Study of contributions of Hispanics to the US

* Study of the contributions of Women to the US, and

*Sacrifices of Veterans in serving our country.

Within our school, teachers will articulate, demonstrate, and teach the specific practices that reflect the application of the school's SwPBS universal guidelines of students practicing being responsible,

respectful and ready to learn. Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures for a single school culture of excellence.

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 Schoolwide Improvement Plan 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.

PFEP is accessible through federal programs.

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.

Forest Park Elementary School is a SEL cohort school. Operational school based team 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, Lessons during Fine Arts, workshops, 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, Math and Science Night, Curriculum Night, Inquiry Night, and Title I Parent Night, Hispanic Heritage, Black History, Haitian Heritage.

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.

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.

To increase student readiness to enter kinderg, 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.

Middle school readiness for 5th graders include: Middle School presentations and choice applications.

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 the leadership team 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 job observation (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 and behavior documentation. 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. 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. SAI teacher gives additional instruction to our third grade students in reading.

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

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: To ensure effective and relevant instruction from all students within all content areas in alignment to the districts strategic plan LTO 1 increase 3rd grade reading and LTO 2 ensure high school readiness.				\$1,900.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	3336	519-Technology-Related Supplies	0831 - Forest Park Elementary School	School Improvement Funds	509.0	\$900.00
			Notes: SIP funds will be utilized to buy the materials necessary to support technology use in the classrooms such support for iReady, Successmaker, and Khan Academy.			
	3336	500-Materials and Supplies	0831 - Forest Park Elementary School	School Improvement Funds	509.0	\$1,000.00
			Notes: Purchase Science Bootcamp Instructional materials for 5th Grade			
Total:						\$1,900.00