

The School District of Palm Beach County

Forest Park Elementary School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	22
Positive Culture & Environment	28
Budget to Support Goals	30

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
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	
* 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	22
Title I Requirements	0
Budget to Support Goals	30

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2020-21 Title I School</p> <p style="font-size: 1.2em;">Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="font-size: 1.2em;">94%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="font-size: 1.2em;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="font-size: 1.2em;">95%</p>

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade	B	B	B	B

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SIP Authority

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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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position 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
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.
Civilma, Renette	Instructional Coach	Support teachers and students for ELA and math instruction in grades 3-5. Support facilitation of Professional Learning Communities in grades 3-5 to provide standard-based instruction. Provide coaching cycle for teachers in grades 3-5.
Green, Simone	Administrative Support	Lead and facilitate K-5 Professional Learning Communities. Provide instructional resources for science for teachers in fifth grade. Provide support through the inquiry process for 5th grade science teachers and students. Monitor adaptive technology
Canton, Jessy	School Counselor	Assist ESOL students to overcome social and emotional challenges as new immigrants in our United States school system.
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 writing instruction in grades 4-5. Support and facilitate Professional Learning Communities for writing in grades 4-5 to provide standard-based instruction.
Davis, Carla	Administrative Support	Monitor for compliance and program implementation of the ESOL program; provides support for ELL students. Monitor Reading Intervention plan.

Name	Position Title	Job Duties and Responsibilities
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.
Blucher, Rebecca	Magnet Coordinator	Monitor and facilitate International Baccalaureate program implementation. Provide support for math students. SAC Chair, lead SIP

Demographic Information

Principal start date

Tuesday 7/1/2014, Sharonda Alleyne

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

14

Total number of teacher positions allocated to the school

52

Total number of students enrolled at the school

529

Identify the number of instructional staff who left the school during the 2020-21 school year.

2

Identify the number of instructional staff who joined the school during the 2021-22 school year.

6

Demographic Data

Early Warning Systems

2021-22

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	82	81	96	80	68	88	0	0	0	0	0	0	0	495
Attendance below 90 percent	0	26	16	19	13	29	0	0	0	0	0	0	0	103
One or more suspensions	0	2	2	1	1	5	0	0	0	0	0	0	0	11
Course failure in ELA	0	43	69	57	42	59	0	0	0	0	0	0	0	270
Course failure in Math	0	30	43	52	36	53	0	0	0	0	0	0	0	214
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	56	19	55	0	0	0	0	0	0	0	130
Level 1 on 2019 statewide FSA Math assessment	0	0	0	41	23	53	0	0	0	0	0	0	0	117
Number of students with a substantial reading deficiency	0	9	20	20	23	28	0	0	0	0	0	0	0	100
FY21 ELA Winter Diag Level 1 & 2	0	0	0	65	60	57	0	0	0	0	0	0	0	182
FY21 Math Winter Diag Level 1 & 2	0	0	0	46	53	48	0	0	0	0	0	0	0	147

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	0	34	45	54	37	58	0	0	0	0	0	0	0	228

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	5	9	0	0	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Monday 8/30/2021

2020-21 - 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	
Number of students enrolled	55	84	67	79	75	85	0	0	0	0	0	0	0	445
Attendance below 90 percent	0	27	23	20	26	16	0	0	0	0	0	0	0	112
One or more suspensions	0	7	1	3	2	7	0	0	0	0	0	0	0	20
Course failure in ELA	0	37	44	47	41	42	0	0	0	0	0	0	0	211
Course failure in Math	0	21	31	33	21	30	0	0	0	0	0	0	0	136
Level 1 on 2019 statewide ELA assessment	0	0	0	0	13	17	0	0	0	0	0	0	0	30
Level 1 on 2019 statewide Math assessment	0	0	0	0	8	15	0	0	0	0	0	0	0	23
FY20 ELA Winter Diag Levels 1 & 2	0	0	0	42	44	43	0	0	0	0	0	0	0	129
FY20 Math Winter Diag Levels 1 & 2	0	0	0	30	24	36	0	0	0	0	0	0	0	90

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	0	27	36	36	34	37	0	0	0	0	0	0	0	170

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	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	1	1	0	0	0	0	0	0	0	2

2020-21 - 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	
Number of students enrolled	55	84	67	79	75	85	0	0	0	0	0	0	0	445
Attendance below 90 percent	0	27	23	20	26	16	0	0	0	0	0	0	0	112
One or more suspensions	0	7	1	3	2	7	0	0	0	0	0	0	0	20
Course failure in ELA	0	37	44	47	41	42	0	0	0	0	0	0	0	211
Course failure in Math	0	21	31	33	21	30	0	0	0	0	0	0	0	136
Level 1 on 2019 statewide ELA assessment	0	0	0	0	13	17	0	0	0	0	0	0	0	30
Level 1 on 2019 statewide Math assessment	0	0	0	0	8	15	0	0	0	0	0	0	0	23
FY20 ELA Winter Diag Levels 1 & 2	0	0	0	42	44	43	0	0	0	0	0	0	0	129
FY20 Math Winter Diag Levels 1 & 2	0	0	0	30	24	36	0	0	0	0	0	0	0	90

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	0	27	36	36	34	37	0	0	0	0	0	0	0	170

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	5	9	0	0	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	1	1	0	0	0	0	0	0	0	2

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				55%	58%	57%	44%	57%	56%
ELA Learning Gains				69%	63%	58%	66%	61%	55%
ELA Lowest 25th Percentile				70%	56%	53%	73%	56%	48%
Math Achievement				61%	68%	63%	52%	65%	62%
Math Learning Gains				65%	68%	62%	58%	63%	59%
Math Lowest 25th Percentile				55%	59%	51%	56%	53%	47%
Science Achievement				30%	51%	53%	34%	56%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019	43%	54%	-11%	58%	-15%
Cohort Comparison						
04	2021					
	2019	75%	62%	13%	58%	17%
Cohort Comparison		-43%				
05	2021					
	2019	45%	59%	-14%	56%	-11%
Cohort Comparison		-75%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	58%	65%	-7%	62%	-4%
Cohort Comparison						
04	2021					
	2019	69%	67%	2%	64%	5%
Cohort Comparison		-58%				
05	2021					
	2019	48%	65%	-17%	60%	-12%
Cohort Comparison		-69%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	27%	51%	-24%	53%	-26%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Progress monitoring allows teachers and administrators to track students' academic progress or growth across the entire school year. Teachers use student performance data to continually evaluate the effectiveness of their teaching and make more informed instructional decisions. If the rate at which a particular student is learning seems insufficient, the teacher can adjust instruction. Various reports will be used to monitor and support student learning:

Grades K-2 we will use iReady for Fall, Winter & Spring

In grades 3-5 we will use USAs in the Fall, Winter, and Spring.

-iReady: Provides user-friendly dashboards and clear reports with actionable data that give teachers a foundational understanding of students' strengths and areas of need.

-Unit Standardized Assessments USAs gives teachers data on how well the students have mastered the standard. Supports the monitoring of student learning and provides ongoing feedback that instructors can use to make adjustments to instruction to improve student learning.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	38.0	24.7	36.5
	Economically Disadvantaged	35.9	21.5	34.8
	Students With Disabilities	0.0	0.0	0.0
	English Language Learners	22.6	9.4	21.9
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		76.3	81.7
	Economically Disadvantaged		75.0	80.8
	Students With Disabilities		40.0	60.0
	English Language Learners		74.3	73.7
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	20.2	23.3	29.1
	Economically Disadvantaged	21.0	22.0	26.8
	Students With Disabilities	14.3	14.3	0.0
	English Language Learners	9.5	11.9	14.3
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		45.5	57.6
	Economically Disadvantaged		42.9	56.3
	Students With Disabilities		20.0	40.0
	English Language Learners		29.5	43.5

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	17.4	14.5	26.1
	Economically Disadvantaged	14.1	10.8	21.5
	Students With Disabilities	6.7	6.7	20.0
	English Language Learners	5.3	5.4	13.5
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		40.9	42.0
	Economically Disadvantaged		37.7	39.1
	Students With Disabilities		40.0	43.8
	English Language Learners		28.6	35.1

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		36.4	33.7
	Economically Disadvantaged		36.0	33.8
	Students With Disabilities		11.1	20.0
	English Language Learners		26.2	22.7
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	55.2	61.5	38.8
	Economically Disadvantaged	54.7	61.3	38.3
	Students With Disabilities	44.4	55.6	20.0
	English Language Learners	50.0	61.0	36.4

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		63.5	68.8
	Economically Disadvantaged		62.9	68.5
	Students With Disabilities		25.0	38.5
	English Language Learners		63.0	70.4
		Number/% Proficiency	Fall	Winter
Mathematics	All Students	44.3	36.7	27.2
	Economically Disadvantaged	42.7	36.0	26.0
	Students With Disabilities	27.3	23.1	7.7
	English Language Learners	28.6	32.1	14.3
		Number/% Proficiency	Fall	Winter
Science	All Students	60.5	53.1	62.7
	Economically Disadvantaged	58.3	50.6	61.5
	Students With Disabilities	18.2	0.0	14.3
	English Language Learners	57.7	44.8	58.6
		Number/% Proficiency	Fall	Winter

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	26	29		19	24	25	15				
ELL	38	58	73	47	42		33				
BLK	35	49	65	39	41	44	29				
HSP	50	50		48	45		39				
WHT	50			67							
FRL	37	48	62	41	41	38	31				
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				

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
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	54
Total Points Earned for the Federal Index	361
Total Components for the Federal Index	8
Percent Tested	98%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	24
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	49
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	45
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	48
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 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	59
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	44
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Science data showed the lowest performance: in FY19 we achieved 30%, which was a decline from 34% in FY18. When looking at our subgroup performance we see that our black/African American students declined by 2% and our FRL declined by 3%. Our SWD science achievement was at 19%, currently our lowest-performing subgroup.

FY21 Diagnostics comparisons:

ELA

Third FY21 vs FY20

Level 5 1.3% 4.9%

Level 4 2.5% 9.8%

Level 3 15.2% 30.5%

Fourth FY21 vs FY20

Level 5 1.3% 5.6%

Level 4 9.3% 17.9%

Level 3 17.3% 25.0%

Fifth FY21 vs FY20

Level 5 3.3% 4.0%

Level 4 7.8% 14.0%

Level 3 15.6% 25.0%

Math

Level 5 5.0% 6.0%

Level 4 9.0% 23.0%

Level 3 28.0% 31.0%

Fourth FY21 vs FY20

Level 5 % 28.0%

Level 4 7.0% 15.0%

Level 3 25.0% 29.0%

Fifth FY21 vs FY20

Level 5 8.0% 9.0%

Level 4 12.0% 26.0%

Level 3 18.0% 20.0%

Science

Fifth FY21 vs FY20

Level 5 4.0% 4.0%

Level 4 10.0% 8.0%

Level 3 16.0% 22.0%

FY21 state assessments results in level 3+

ELA

Gr 3: 33%

Gr 4: 37%

Gr. 5 40%

Math

Gr 3: 43%

Gr 4: 30%

Gr. 5 49%

Science 32%

The trend shows a significant decline in academic achievement in all content areas within the fourth grade. In third grade we noticed a decline in ELA and Math, however, it did improve from diagnostics. In fifth grade, the data shows a slight decrease in ELA, math was sustained and science saw an increase of 5%.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Our decline from FY18 (73%) to FY19 (70%) was from our Lowest 25th percentile in ELA, however we were still in the 70% range. Diagnostic FY19 data shows our students continue to struggle with ELA. Within our math content, L25s, our data demonstrates a 1% decrease in 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 5% in ELA. However, our SWDs had an increase from 14% to 28%, a 10% increase in ELA and in Math, we noticed an increase from 14% to 29%, a 15% increase.

In FY21, the results demonstrated a decrease in Math within third and fourth graders. Our L25s had a significant decrease.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

A contributing factor was that a majority of our L25s, specifically our SWDs were not on campus, they opted for the distance learning model which caused interruptions in their learning due to attendance, participation, and engagement. Small group instruction was interrupted due to inconsistencies with attendance both from teachers and students.

We will continue to support students with differentiated, small group instructions. Realigning our resources to ensure our most disadvantaged population receives consistent support. WE employed new support personnel; PLC Leader, Reading Recovery Teacher, and SAI. We are utilizing aggressive monitoring and flex groups in math.

Our coaching model in grades 3-5 has been revised to ensure strategic implementation and support teacher capacity building.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The content that demonstrated the most improvement in a year's growth was in ELA with an 11% increase (FY19 data was 55% and FY18 was 44%). Math showed a 9% increase (FY19 data was 61%, FY18 was 52%). Our SWDs had an increase from 14% to 28%, a 10% increase in ELA and in Math we see an increase from 14% to 29%, a 15% increase. In third grade, we noticed a significant increase when comparing Diagnostics FY21 to FSA FY21, an increase of 14% in ELA and a 4% increase in Math.

SWDs were included in the Double Down rotation where they were supported by multiple teachers. The majority fell under our L25% and they received an additional 30 minutes of support daily.

What were the contributing factors to this improvement? What new actions did your school take in this area?

We use anchor charts and terminology to build instructional capacity to improve student achievement in all grades. A thorough analysis of instructional standards not mastered across content areas and grades are being discussed in PLC to adjust instructional practices and planning to provide additional support to students to allow mastery of standards. During school and after school tutorials will target specific standards through data analysis for interventions with students. PLCs will differentiate for push in support teachers, ESE, ESOL to allow for targeted planning for teachers to implement interventions for students.

What strategies will need to be implemented in order to accelerate learning?

The strategies we have implemented and continue are:

1. Weekly Professional Learning Communities (PLC): focused on developing effective instruction, analyzing data, developing standard based lessons using vetted resources, sharing best practices, and incorporating research based strategies. K-5 PLC schedules adjusted to provide instructional planning for double down teachers. 4th and 5th grade teachers participate in additional writing PLC to plan, implement and monitor writing instruction. We recently adjusted our schedules to put more emphasis on our double down teachers.
2. Fall Tutorials: focus on strategic groupings to include L25s in both reading and math, 4th and 5th grade writing, IReady/Diagnostics data utilized for reading, math and science groups. We are focusing on building foundational skills in our tutorial sessions.
3. We are being more strategic with the instructional materials being used with our SWDs.
4. Adaptive technology (iReady, Imagine Learning and Success Maker,): teachers closely monitor the students' use and progress.
5. Small group differentiated instruction: additional small groups, examined standards to be taught and instructional resources to be used.
6. International Baccalaureate Primary Year Program (PYP): choice coordinator participates in grade level common planning to support IB planners.
7. Word work, guided reading and reading intervention: Third grade uses Foundations, select classrooms use passport for intervention. LLI is used the core reading block during small group
8. Data Analysis: ongoing data chats for school, grade level, teacher and students utilizing Diagnostics and local assessments.
9. Aggressive monitoring to examine students' academic needs.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional Development/Professional Learning Communities: Teachers will engage in focused professional development, collaborative planning, and data analysis to strengthen standards-based instructional practices to accelerate student achievement in ELA, Math and science. Weekly Professional Learning Communities (PLCs): provide opportunities for data analysis, standard based instructional planning and teacher capacity building. Data Analysis: review previous year's data and most recent local assessment by school, grade level, teacher and student. We also offer PLCs for our ESE and ESOL teachers. PLCs are embedded with PD. During PD teachers will focus on a variety of high yield strategies to support student learning.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

1. Improve science achievement within all subgroups, specifically our SWDs...using relevant instructional materials such as Science Boot Camp and STEMSCOPES.
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 and Math 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. Teachers utilize "Morning Meeting" on a daily basis. Guidance focuses on SEL topics during the Fine Arts rotation and SEL lessons are incorporated during lunch in the cafeteria.

6. Tutorials: focus on strategic groupings to include L25s in both reading and math, 5th grade science fair game benchmarks, and potential proficiency droppers.

7. Double Down: ESE, ESOL, resource teachers and academic tutors are strategically aligned to provide instructional support during core reading and math, and designated reading intervention courses

8. Adaptive technology (iReady, Imagine Learning, and Success Maker): monitored weekly by teachers and administration to insure usage and performance expectations.

9. Small group differentiated instruction: using data analysis to support the instructional planning to meet the needs of diverse learners.

10. International Baccalaureate Primary Year Program (PYP): promotes inquiry approached learning immersed in the curriculum.

11. Word work, guided reading and reading intervention; Leveled Literacy Intervention (LLI). Third grade uses Foundations, select classrooms use passport for intervention.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: We will focus on standards based instruction to increase learning gains schoolwide in ELA, math, and science. We will increase student achievement and ensure alignment to the District's Strategic Plan: College and Career Readiness. Our data shows 37% of our third, fourth, and fifth grade students scored a level 3 or higher in ELA. 19% of our SWD students scored a level 3 or higher. This is a critical need for improvement. Our ELL data shows 27% of our LY and 60% of our LF students scored a level 3 or higher in ELA. Overall it was a 16% drop from our ELA FSA 2019. The most dramatic drop occurring in fourth grade. Our Math data shows 40% of our third, fourth and fifth graders scored a level 3 or higher. This was a 17% drop from Math FSA 2019. Our SWD students achieving a level 3 or higher was 11%. Our ELL data shows our LY students scoring 39% at level 3 or higher and LF at 60% at level 3 or higher. Our Science data shows 32% of our fifth graders scoring a level 3 or higher. This was an increase of 5% from Science SSA 2019.

Measurable Outcome: Increase ELA achievement for each grade and subgroup by 10% from 37% on FSA(FY21) to 47% on FSA (FY22). Increase Math achievement for each grade and subgroups by 10% from 40% on FSA (FY21) to 50% on FSA (FY22). Increase our Science achievement by 5% from 32% on SSA (FY21) to 37% on SSA (FY22). For our SWD we would like to see an increase of 10% in all areas on FSA (FY22).

Monitoring: Monitoring is key in achieving student progress to support learning and adapting instruction. The continuous improvement model: Can, Do, Plan, Act will be utilized. A review of lesson plans, data analysis from USAs, FSQs and student work, data chats, Professional Learning Communities, Formal and informal observations, student attendance, learning walks, student work samples, flex grouping, aggressive monitoring, and technology will be used to help monitor student success and adjustment of lessons to meet the needs of students. Members of the leadership team will support monitoring: Nancy Robinson, Toni Mcmillan, Victoria Beeler, Simone Green, Renette Civilma, Carla Fusco, Maureen Mitchell, Rebecca Blucher, Altomese Banks.

Person responsible for monitoring outcome: Nancy Robinson (nancy.robinson@palmbeachschools.org)

- Evidence-based Strategy:**
1. Professional Learning Communities are an opportunity for all our teachers to collaboratively come together on a weekly basis to focus on data analysis, planning for best practices, monitoring, and supporting each other towards established goals to ensure student achievement & improvement.
 2. Tutorials ensure students receive remediation and enrichment during the day and after school.
 3. Double Down in all content areas in K-5 using resource teachers affords students the opportunity to expand their learning through strategic instruction focused on student needs/abilities.
 4. Adaptive technology (i-Ready, Imagine Learning, Success Maker, STEM Scopes, and Mystery Science) offers students personalized instruction in addition to teacher-directed learning.
 5. Small group differentiated Instruction allows our students to learn through strategic and streamlined instruction based on their needs.
 6. International Baccalaureate Primary Year Program (PYP) encourages students to become global thinkers and incorporate inquiry-based learning strategies.

Rationale for Evidence-based Strategy:

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, Success Maker, STEM Scopes, and Mystery Science) 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 Steps to Implement

1. Professional Learning Communities (PLC).
 - A. Establish weekly schedule to ensure all stakeholders are included.
 - B. Develop agendas utilizing student data, classroom observations and scope and sequence provided by the district.
 - C. Create lesson plans focused on student needs.
 - D. Develop strategies and identify resources and key content and vocabulary that will be taught.
 - E. Monitoring will occur through learning walks, review of lesson plans and student data analysis (Green, Civilma, Beeler)

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

2. Tutorials
 - A. Identify target student groups based on data
 - B. Employ content area specialist based on data to ensure only expert support
 - C. Develop instructional focus based on student needs
 - D. Monitoring will occur through analysis of student FSQs and USA results. (Beeler, McMillan, Robinson)

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

3. Double Down using resource teachers
 - A. Capacity building through PLCs.
 - B. Establish push in student schedule.
 - C. Identify students and align with corresponding resource teacher (ELL student with ELL teacher).
 - D. Develop instructional focus and strategies to be utilized during small group instruction.
 - E. Monitoring will occur through learning walks, review of lesson plans and student data analysis (Fusco, Mitchell, Blucher)

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

4. Adaptive technology (i-Ready, Imagine Learning, Success Maker, STEM Scopes, and Mystery Science)
 - A. Establish procedures and expectations for the use of technology during small group instruction.
 - B. Train teachers and students on effective usage of all programs.
 - C. Monitoring will occur through weekly reports and celebrations (Green, McMillan)

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

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 will occur through learning walks, review of lesson plans and student data analysis (Green, Civilma, Beeler)

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

6. International Baccalaureate Primary Year Program (PYP)

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

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

C. Monitoring will occur through the uploading of IB planners and summative assessments (Blucher)

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

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

We will focus on standards based instruction to increase learning gains schoolwide in ELA. We will increase student achievement and ensure alignment to the District's Strategic Plan: College and Career Readiness. Our data shows 37% of our third, fourth, and fifth grade students scored a level 3 or higher in ELA. 19% of our SWD students scored a level 3 or higher. This is a critical need for improvement. Our ELL data shows 27% of our LY and 60% of our LF students scored a level 3 or higher in ELA. Overall it was a 16% drop from our ELA FSA 2019. The most dramatic drop occurring in fourth grade. Our iReady data shows 36% of our first graders are proficient in reading and 29% of our second graders are proficient. 22% of our ELL first graders are proficient and 14% of our second graders are proficient. Another critical area of improvement is our first and second grade SWD with 0% proficiency.

Measurable Outcome:

Increase ELA achievement for each grade and subgroup by 10% from 37% on FSA(FY21) to 47% on FSA (FY22). Increase ELA achievement for each grade and subgroup by 10% for grades K-2 on iReady diagnostic from Fall to Spring.

Monitoring:

Monitoring is key in achieving student progress to support learning and adapting instruction. The continuous improvement model: Can, Do, Plan, Act will be utilized. A review of lesson plans, data analysis from USAs, FSQs, iReady, RRR, student work, and data chats, Professional Learning Communities, Formal and informal observations, student attendance, learning walks, student work samples, flex grouping, aggressive monitoring, and technology will be used to help monitor student success and adjustment of lessons to meet the needs of students. Members of the leadership team will support monitoring: Nancy Robinson, Toni Mcmillan, Victoria Beeler, Simone Green, Renette Civilma, Carla Fusco, Maureen Mitchell, Rebecca Blucher, Altomese Banks.

Person responsible for monitoring outcome:

Nancy Robinson (nancy.robinson@palmbeachschools.org)

Evidence-based Strategy:

1. ELA data analysis based on RRR and iReady will be the focus on planning for best practices and lessons in collaborative Professional Learning Communities on a weekly basis to ensure student achievement and improvement.
2. ELA Tutorials ensure students receive remediation and enrichment during the day and after school based on data from FSQs, USAs, FSAs, iReady, and RRR.
3. Double Down in ELA blocks in K-5 using ESE, ELL, and resource teachers affords students the opportunity to expand their learning through strategic instruction focused on student needs/abilities.
4. Adaptive technology (i-Ready and Imagine Learning) offers students personalized instruction in addition to teacher-directed learning.
5. Small group differentiated Instruction allows our students to learn through strategic, streamlined, and scaffolded instruction based on their needs.

Rationale for Evidence-based Strategy:

1. Educators will dis-aggregate data from RRR, iReady, FSA, FSQs and USAs, plan standard-based instruction utilizing research based practices to implement in effective classroom and small group differentiated instruction to support all ELA learners during weekly Professional Learning Communities (PLCs).
2. Tutorials in ELA provide students with additional, targeted support by content experts.
3. Double Down in ELA blocks using ELL, ESE, and Resource teachers to support student learning through differentiated instruction utilizing a variety of materials and methods.
4. Adaptive technology (i-Ready and Imagine Learning) allows for personalized instruction to support student growth as remediation and enrichment.

5. Small group differentiated instruction in ELA allows students to learn with guided support and scaffolding at their own pace.

Action Steps to Implement

1. Professional Learning Communities (PLC).

A. Establish weekly schedule to ensure all stakeholders are included.

B. Develop agendas utilizing student data, classroom observations and scope and sequence provided by the district.

C. Create lesson plans focused on student needs based on ELA data from RRR, FSQs, USAs, and iReady.

D. Identify resources, key content, and vocabulary that will be taught. Develop strategies for student success.

E. Monitoring will occur through learning walks, review of lesson plans and student data analysis (Green, Civilma, Beeler)

Person

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

2. Tutorials

A. Utilizing ELA data targeted student groups will be identified for tutorials.

B. Employ content area specialist to ensure only expert support in ELA based on data

C. Instructional focus lessons will be developed based on student needs

D. Monitoring will occur through analysis of student FSQs, USAs, RRRs, iReady results. (Beeler, McMillan, Robinson)

Person

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

4. Adaptive technology (i-Ready and Imagine Learning)

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

B. Train teachers and students on effective usage of all programs.

C. Monitoring will occur through weekly reports and celebrations (Green, McMillan)

Person

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

5. Small group differentiated instruction

A. ESE, ELL, and Resource teachers will utilize ELA resources from adaptive technology and the district to continuously improve student achievement in ELA (during PLC).

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

C. Monitoring will occur through learning walks, review of lesson plans and student data analysis (Green, Civilma, Beeler)

Person

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

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

When looking at reports in EDW since our school is not listed at SafeSchoolsforAlex.org, we see our school has 2.9% incidents per 100 students. We had a total enrollment of 517 students. When examining the ranking details the incidents rated high fall under physical aggression with 25 incidents, repetitive disruptive behavior with 23 incidents and repetitive disobedience with 20 incidents. There was a significant decrease in physical aggression and severe inappropriate behavior. Level 1 discipline type was inappropriate activity with 56 incidents. Also a dramatic decrease from the prior year.

To support our students and make an impact on incidents we integrate a Single School Culture with ROARS-respectful, on time, attitude, responsible and safety. We also have a Single School Culture with regard to discipline in each classroom with a color coded system. Each classroom has a think time table for students to collect their thoughts and have some alone time within the classroom. We utilize our planners for daily communication with parents. In our International Baccalaureate program, IB learners strive to become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective individuals. We acknowledge these traits in choosing student of the month from each classroom. We also provide incentives for cafeteria class of the month. Students receive tiger paws for doing the "right thing" which can be turned in for prizes or privileges. Our Schoolwide Positive Behavior Team meets monthly to promote positive rewards and incentives for students. Our counselors and behavioral health counselor meet with students to promote positive behaviors and address students concerns.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

As a cohort school for Social Emotional Learning entering our fourth year, we have fully implemented the CASEL practices of SEL. SEL is all encompassing since we include all stakeholders, teachers, students, parents, and administration. For example, all students are involved in Morning Meeting on a daily basis. For meetings, we incorporate welcoming rituals and optimistic closures.

Forest Park has been awarded the Positive Behavior Interventions and Support model school Resiliency Award for FY21. School wide Positive Behavior Team meets monthly to ensure the consistent implementation of a positive school culture including expectations, rewards, celebrations, and teaching students with feedback. For example, students can earn tiger paws as a daily reward, cafeteria rewards for

classrooms, and whole school rewards at least twice a year. Teachers select a student of the month based on demonstration of IB learner traits.

The equity component is being addressed through SEL and as a single school culture all students and teachers are included in decision making process. We ensure equal access to our Math AMP program, as well as other enrichment for our gifted students. Accommodations and services are provided to individuals based on need.

Teachers are becoming involved in district training on Culturally Responsive Teaching and incorporating these strategies in the classroom.

As a 21st Century grant school, we have a 21st century grant coordinator that provides training for parents. Some training opportunities have been homework help, parent conferencing techniques, parenting supports, etc.

We also host a Drama Club in association with Disney Musicals in Schools. This club works in collaboration with the SAAC program and they culminate the year with a musical.

The IB program allows the opportunity for IB Ambassadors, they get involved with community activities; community clean-up, Boynton Beach Parade, and etc.

Our Cultural Dancers are utilized as a welcome group for parent and community events hosted at our school.

Our Behavioral Health Professional has done wonderful activities to ensure student and parent engagement. He focuses on students' self esteem and developing positive relationships to support academics, social/emotional growth, and student engagement.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Administration is in charge of communicating and ensuring the execution of expectations to faculty, staff, students, and parents

Instructional staff: Model and teach positive behaviors while providing students with incentives and acknowledgments

Non-Instructional Staff: support with the above

SAC supports by ensuring focus on student achievement & school improvement

In addition, as stipulated within Florida Statute & Policy 2.09 our school ensures all students receive equal access to the pillars of Effective Instruction: Students immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42. Continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 Instruction applicable to appropriate grade levels including but not limited to:

(a) History of the Holocaust; the systematic, planned annihilation of European Jews and other groups by Nazi Germany. A watershed event in the history of humanity to taught in a manner that leads to an investigation of human behavior. An understanding of the ramifications of prejudice, racism, and stereotyping. An examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism. The second week in November, designated as "Holocaust Education Week" in this state in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust.

(b) History of African and African Americans including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.

(c) Women's Contribution Standards prioritize listing women of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of Women to society.

(d) Sacrifices of Veterans and the value of Medal of Honor recipients In order to encourage patriotism, the

sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide.

These integrated concepts introduced as stand-alone teaching points or into other core subjects: math, reading, social studies, science. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for all.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource blender. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum. Additionally, topics addressed in greater depth through the school counselor during instruction and during special events held throughout the school year.

Students will also learn character development, the character development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$4,800.00
Function	Object	Budget Focus	Funding Source	FTE	2021-22	
6150	341039-SUPPLIES - EDUCATIONAL	0831 - Forest Park Elementary School	School Improvement Funds	495.0	\$1,500.00	
<i>Notes: Purchase item to support with parent trainings such as student planners/agendas , paper and consumable supplies</i>						
5000	341039-SUPPLIES - EDUCATIONAL	0831 - Forest Park Elementary School	School Improvement Funds	495.0	\$800.00	
<i>Notes: Purchase instructional materials to increase math and science in all classrooms such as math manipulates and consumable science lab materials</i>						
6190	341000-SUPPLIES - GENERAL	0831 - Forest Park Elementary School	School Improvement Funds	495.0	\$700.00	
<i>Notes: Purchase materials to promote social emotional learning and positive school climate with items such as award corticate, recognition material such as pencils, pins etc.</i>						
6500	341039-SUPPLIES - EDUCATIONAL	0831 - Forest Park Elementary School	School Improvement Funds	495.0	\$1,800.00	
<i>Notes: Purchase materials to support with technology in the classroom such as headsets, cables, and laptop carts</i>						
		0831 - Forest Park Elementary School			\$0.00	
2	III.A.	Areas of Focus: Instructional Practice: ELA				\$4,048.46
Function	Object	Budget Focus	Funding Source	FTE	2021-22	
5000	341039-SUPPLIES - EDUCATIONAL	0831 - Forest Park Elementary School	School Improvement Funds	495.0	\$4,048.46	

	<i>Notes: Purchase instructional materials to increase reading achievement in all classrooms such as Benchmark Oral Reading Records, Fountas and Pinnell Guided Reading, A-Z Learningm Foundation kits for third grade intervention, FSA standard based EL Support</i>
	Total: \$8,848.46