

The School District of Palm Beach County

Binks Forest Elementary School



2022-23 Schoolwide Improvement Plan

Table of Contents	
School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	13
Planning for Improvement	17
Positive Culture & Environment	0
Budget to Support Goals	0

Binks Forest Elementary School

15101 BENT CREEK RD, Wellington, FL 33414

<https://bkfe.palmbeachschools.org>

Demographics

Principal: Michella Levy

Start Date for this Principal: 8/11/2011

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	30%
2021-22 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 Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (76%) 2018-19: A (84%) 2017-18: A (77%)
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.

Table of Contents	
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	13
Planning for Improvement	17
Title I Requirements	0
Budget to Support Goals	0

Binks Forest Elementary School

15101 BENT CREEK RD, Wellington, FL 33414

<https://bkfe.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	No	30%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	48%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

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.

Binks Forest Elementary prepares students with higher order thinking skills, responsible decision making and problem solving skills necessary to perform on or above grade level. Our school will foster a respect for diversity, and the character traits necessary to succeed in elementary school and beyond.

Provide the school's vision statement.

The school community of Binks Forest Elementary will educate young minds for the challenges of tomorrow.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Levy, Michella	Principal	Principal: Provide a common vision for the use of data-based decision making, ensure that the school-based team is implementing Rti, ensuring implementation of the intervention support and documentation, ensuring adequate development to support Rti implementation. Attends PLC's to provide input and to serve as the education leader, ensuring the state standards are taught with fidelity.
Berard, Karen	Assistant Principal	Assistant Principal: Provide a common vision for the use of data-based decision making, ensure that the school based team is implementing Rti, ensure implementation of the intervention support and documentation, ensure adequate development to support Rti implementation. Attends PLC's to provide input and to serve as the educational leader, and ensure the state standards are taught with fidelity.
Hessler, Amy	Teacher, K-12	Classroom teacher: Teach state standards to students, participates in student data collection of the state standards' mastery, remediates and enriches to provide differentiation to all students, supports students in attaining their personal best in academics, communicates with ESE and ELL teachers as needed. Communicates with parents regarding the progress of their students.
Cheatham, Missy	Teacher, K-12	Classroom teacher: Teach state standards to students, participates in student data collection of the state standards' mastery, remediates and enriches to provide differentiation to all students, supports students in attaining their personal best in academics, communicates with ESE and ELL teachers as needed. Communicates with parents regarding the progress of their students.
Chapman, Kristyn	Teacher, K-12	Classroom teacher: Teach state standards to students, participates in student data collection of the state standards' mastery, remediates and enriches to provide differentiation to all students, supports students in attaining their personal best in academics, communicates with ESE and ELL teachers as needed. Communicates with parents regarding the progress of their students.
Benevides, Jennifer	Teacher, K-12	Classroom teacher: Teach state standards to students, participates in student data collection of the state standards' mastery, remediates and enriches to provide differentiation to all students, supports students in attaining their personal best in academics, communicates with ESE and ELL teachers as needed. Communicates with parents regarding the progress of their students.

Name	Position Title	Job Duties and Responsibilities
Gifford, Lisa	Teacher, K-12	Classroom teacher: Teach state standards to students, participates in student data collection of the state standards' mastery, remediates and enriches to provide differentiation to all students, supports students in attaining their personal best in academics, communicates with ESE and ELL teachers as needed. Communicates with parents regarding the progress of their students.
Epstein, Caroline	Instructional Media	Media Specialist: Supports classroom instruction of the state standards, provides opportunities for students to engage with text and media to increase standards' mastery.
Schietz, Randi	School Counselor	School Counselor: Supports students social - emotional learning so that students are able to successfully learn. She teaches classes and meets with students in a small group and individual setting to address needs that may be impacting them educationally, socially, or emotionally.
Euell, Shelly	Teacher, K-12	RtI facilitator: Provides expertise in interventions and assists school staff with identification of specific student deficiencies and matches students to research-based interventions. She is the Supplemental Academic Instruction Teacher as well: Facilitates, as well as supports data collection in reading instruction activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of intervention plans.
Lozano, SueAnn	Teacher, ESE	Exceptional Student Education (ESE): Participates in student data collection, integrates core instructional activities/materials to support students' IEP curriculum goals. Communicates with parents regarding the IEP and curriculum progress, and collaborates with the general education teacher.
Fleming, Candice	Teacher, K-12	Classroom teacher: Teach state standards to students, participates in student data collection of the state standards' mastery, remediates and enriches to provide differentiation to all students, supports students in attaining their personal best in academics, communicates with ESE and ELL teachers as needed. Communicates with parents regarding the progress of their students.
Moschella, Judy	Teacher, K-12	Classroom teacher: Teach state standards to students, participates in student data collection of the state standards' mastery, remediates and enriches to provide differentiation to all students, supports students in attaining their personal best in academics, communicates with ESE and ELL teachers as needed. Communicates with parents regarding the progress of their students.

Name	Position Title	Job Duties and Responsibilities
Prazak, Christina	Teacher, K-12	Classroom teacher: Teach state standards to students, participates in student data collection of the state standards' mastery, remediates and enriches to provide differentiation to all students, supports students in attaining their personal best in academics, communicates with ESE and ELL teachers as needed. Communicates with parents regarding the progress of their students.
MacMillan, Emily	Teacher, K-12	Classroom teacher: Teach state standards to students, participates in student data collection of the state standards' mastery, remediates and enriches to provide differentiation to all students, supports students in attaining their personal best in academics, communicates with ESE and ELL teachers as needed. Communicates with parents regarding the progress of their students.
McNeece, Patrick	Teacher, K-12	Classroom teacher: Teach state standards to students, participates in student data collection of the state standards' mastery, remediates and enriches to provide differentiation to all students, supports students in attaining their personal best in academics, communicates with ESE and ELL teachers as needed. Communicates with parents regarding the progress of their students.
Kettlewell, Meagan	Teacher, K-12	Classroom teacher: Teach state standards to students, participates in student data collection of the state standards' mastery, remediates and enriches to provide differentiation to all students, supports students in attaining their personal best in academics, communicates with ESE and ELL teachers as needed. Communicates with parents regarding the progress of their students.

Demographic Information

Principal start date

Thursday 8/11/2011, Michella Levy

Number of teachers with a 2022 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.*

54

Number of teachers with a 2022 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.*

0

Total number of teacher positions allocated to the school

63

Total number of students enrolled at the school

1,154

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

2

Identify the number of instructional staff who joined the school during the 2022-23 school year.

12

Demographic Data**Early Warning Systems**

Using prior year's data, complete the table below with the number of students by current 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	157	206	192	187	187	220	0	0	0	0	0	0	0	1149	
Attendance below 90 percent	39	27	23	24	21	27	0	0	0	0	0	0	0	161	
One or more suspensions	1	0	0	3	0	0	0	0	0	0	0	0	0	4	
Course failure in ELA	3	5	22	18	19	1	0	0	0	0	0	0	0	68	
Course failure in Math	0	0	6	5	7	4	0	0	0	0	0	0	0	22	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	5	11	6	0	0	0	0	0	0	0	22	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	8	12	16	0	0	0	0	0	0	0	36	
Number of students with a substantial reading deficiency	2	15	40	29	23	28	0	0	0	0	0	0	0	137	

Using the table above, complete the table below with the number of students by current grade level who have 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	3	0	9	12	15	13	0	0	0	0	0	0	0	52

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	6	9	3	7	10	0	0	0	0	0	0	0	35
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Thursday 9/8/2022

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	180	163	162	172	199	181	0	0	0	0	0	0	0	1057
Attendance below 90 percent	7	9	13	3	9	15	0	0	0	0	0	0	0	56
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	5	7	14	12	12	4	0	0	0	0	0	0	0	54
Course failure in Math	1	5	0	2	14	4	0	0	0	0	0	0	0	26
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	11	5	7	0	0	0	0	0	0	0	23
Level 1 on 2019 statewide FSA Math assessment	0	0	0	8	9	13	0	0	0	0	0	0	0	30
Number of students with a substantial reading deficiency	0	0	0	17	17	11	0	0	0	0	0	0	0	45
FY21 ELA Winter Diag Level 1 & 2	0	0	0	35	30	48	0	0	0	0	0	0	0	113
FY21 Math Winter Diag Level 1 & 2	0	0	0	13	22	44	0	0	0	0	0	0	0	79

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	2	3	3	10	13	8	0	0	0	0	0	0	0	39

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

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	180	163	162	172	199	181	0	0	0	0	0	0	0	1057
Attendance below 90 percent	7	9	13	3	9	15	0	0	0	0	0	0	0	56
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	5	7	14	12	12	4	0	0	0	0	0	0	0	54
Course failure in Math	1	5	0	2	14	4	0	0	0	0	0	0	0	26
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	11	5	7	0	0	0	0	0	0	0	23
Level 1 on 2019 statewide FSA Math assessment	0	0	0	8	9	13	0	0	0	0	0	0	0	30
Number of students with a substantial reading deficiency	0	0	0	17	17	11	0	0	0	0	0	0	0	45
FY21 ELA Winter Diag Level 1 & 2	0	0	0	35	30	48	0	0	0	0	0	0	0	113
FY21 Math Winter Diag Level 1 & 2	0	0	0	13	22	44	0	0	0	0	0	0	0	79

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	2	3	3	10	13	8	0	0	0	0	0	0	0	39

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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	86%	59%	56%				88%	58%	57%
ELA Learning Gains	76%						78%	63%	58%
ELA Lowest 25th Percentile	66%						78%	56%	53%
Math Achievement	85%	53%	50%				94%	68%	63%
Math Learning Gains	76%						84%	68%	62%
Math Lowest 25th Percentile	64%						86%	59%	51%
Science Achievement	78%	59%	59%				82%	51%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	79%	54%	25%	58%	21%
Cohort Comparison		0%				
04	2022					
	2019	91%	62%	29%	58%	33%
Cohort Comparison		-79%				
05	2022					
	2019	90%	59%	31%	56%	34%
Cohort Comparison		-91%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	93%	65%	28%	62%	31%
Cohort Comparison		0%				
04	2022					
	2019	96%	67%	29%	64%	32%
Cohort Comparison		-93%				
05	2022					
	2019	90%	65%	25%	60%	30%
Cohort Comparison		-96%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	82%	51%	31%	53%	29%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	59	61	52	62	60	58	55				
ELL	59	58	35	66	52	54					
ASN	94	92		89	92						
BLK	84	84		80	79		60				
HSP	83	74	67	81	70	65	64				
MUL	96	71		87	86						
WHT	88	75	64	88	79	66	86				
FRL	72	68	54	74	64	51	52				
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	67	67	50	64	39		35				
ELL	47			79							
ASN	100			90							
BLK	82	72		77	61	60	57				
HSP	78	78	46	85	62	36	60				
MUL	85			80							
WHT	91	85	63	88	65	50	75				
FRL	70	72	33	68	45	33	45				
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	66	70	62	77	83	74	46				
ELL	71	92		83	100						
ASN	100	85		100	85		91				
BLK	79	82		86	88		71				
HSP	87	82	92	92	90	97	74				
MUL	79	67		88	80		80				
WHT	89	77	74	95	80	80	86				
FRL	80	78	72	88	86	89	79				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	77
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	83
Total Points Earned for the Federal Index	614
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	58
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	58
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	92
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	77
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	73

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	85
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	78
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	64
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

From the FY21 to FY22 FSA ELA data, we saw an upward trend in the level 3-5 achievement of students in both ELA and Math. ELA achievement was maintained at 86%. The L25 gains went up 12% from 54% to 66%.

However, ELA gains decreased 4% from 80% to 76%. In Math achievement, Binks went down 1% from 86% to 85%. We had significant gains with our L25 increasing 16% from 48% to 64%. Math gains increased 13% from 63% to 76%. In Science, we made significant gains of 10% from 68% to 78%.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The greatest need for improvement is in the area of math. Although our math achievement held steady for the previous two years, pre-pandemic numbers were in the 90th percentile and this is achievable

again. Our focus is to diminish course failure and increase math learning gains and math achievement. Targeted support provided for all struggling learners will have an increased focus on our ELL and SWD students. Academic tutors will assist teachers with small group strategy and skill-based instruction. Progress monitoring of student achievement using formative assessment data will occur, with follow-up action planning to address area(s) of deficiency. Student and teacher data chats are scheduled by administration after analyzing student data. Implementation of small group differentiated instruction will occur to address the needs of our diverse learners.

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

One of the contributing factors to the drop in math achievement may be that some students learned from home for the previous two years. Once students returned back to the classroom, we realized that the learning gaps were significant across all grade levels. Returning to the classroom created learning difficulties in the areas of instructional pacing, reteaching, and remediation. More time was required for the implementation of lessons and assessments due to student inexperience in the classroom from previous years. Our attendance last year showed approximately 15% (161 school-wide) of students had less than 90% of attendance, which makes it difficult for students to reach math proficiency without continuity of instruction.

The actions that we will take will be to offer additional tutorial opportunities to increase student math proficiency. The goal is to reach pre-pandemic levels in the 90th percentile; the current percentiles are in the mid-eighties. Last year, being our first year back post-pandemic, we recognized that students' social/emotional needs needed to be met in order for them to be proficient in the classroom. If students' social/emotional needs were not met, it would be difficult for the students to learn causing significant gaps that we are now trying to close. Knowing that social/emotional needs have an impact on student academic performance, we will continue to focus on meeting these needs for all students.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

In looking at the FSA Math L25 gains, we had significant gains from 48% to 64%, which is an increase of 16%. In looking at the FSA Math gains, we had significant gains from 63% to 76%, which is an increase of 13%. Also, in FSA ELA L25 learning gains increased 12% from 54% to 66%.

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

We focused on the use and analysis of formative assessments. Teachers consistently monitored students' mastery of standards and adjusted instructional techniques and strategies to be able to remediate students effectively. Small groups were conducted daily based on student need. PLCs continued in order to analyze data, monitor student progress, develop lessons plans to support the individual needs of students, and to share best practices. Additional professional development on group instruction was offered for teachers. Data chats with all teachers (including ESE teachers and SAI) were conducted regularly by administration.

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

1. Standards-based instruction will continue to be a priority during PLC's and individual data chats. Resources and strategies will be aligned to grade-level standards. We will focus on developing effective and relevant instruction through unpacking standards, disaggregating and analyzing data, developing standards-based lessons, and sharing best practices. This will help us to differentiate instruction based on specific needs.
2. Quickly identifying students with achievement gaps across all subgroups is a top priority. Teachers will

keep track of each student's progress. When there is a lack of progress, the plan put into place will need to be revisited and adapted. Though our number of ELL and ESE students is not large, we need to close the gap in achievement for these students. Providing equity for all the ELLs and ESE students is important. Schedules have been created that allow the maximum benefit to help support these students.

3. Professional development opportunities include district support/training and independent study. By developing strong teachers, we are able to increase student achievement as well as close the achievement gap.

4. Identifying higher-mobility students immediately is another high priority for us. Our school has a number of equestrian families. We will work together to tailor interventions that will meet their specific needs.

5. The mentoring program will continue this year to help support students emotionally, which will in the end support them educationally.

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.

Teachers will engage in focused professional development to meet their own individual needs. A needs assessment survey was conducted at this school so we can be sure to provide training on areas in which the teachers feel they need support. Additional professional development is being given on the new 3-5 Benchmark resources. Teachers will continue to receive support and coaching from the district. Cadre training for math is required for all math teachers this year. Teachers will attend these Palm Beach School District trainings and then be able to discuss what they have learned and how they will apply their knowledge in their PLC's. Some of the training will be on: effective small group instruction, unpacking standards thoroughly, learning how to fully use Blender which is an online support system for teachers, effective scheduling of the math block, among other topics. These trainings will be very important towards helping us to move the students academically in the area of math.

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

1. Teachers have been identified to be further trained in a program called Clinical Education. This training helps teachers to analyze effective teaching. Teachers first focus on their own teaching and then on how to coach other teachers. By supporting new and veteran teachers we can help to ensure sustainability of improvement not only this year, but in years to come.

2. Having the opportunity to learn research-based strategies that will help to positively impact the mastery of standards will not only assist students this year in excelling but also in years to come. Sometimes just learning a new way to do things or a new strategy can help to bridge gaps in student learning. Instead of always having to remediate students, the goal will be to find ways to help students master content in the initial presentation of the subject matter.

3. Targeting individual and small group differentiation will help to meet individual needs and goals. Learning how to effectively do this will help ensure the sustainability of improvement now and in years to come. Targeted individual and small group instruction using researched-based resources will help students excel to their personal best. Ongoing progress monitoring for all students is imperative to ensuring instruction is helping students master the grade-level standards.

4. Implementing strategies to increase student attendance and engagement will help students this year and in years to come. Ideas and strategies will be discussed during PLCs, SWPBS meetings, SAC meetings, and leadership meetings.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>Our area of focus will be to increase achievement and gains in math. Math gains were significant and our expectation is to continue to increase in this area. Math achievement was maintained, but the goal is to have this area return back to the previous levels in the 90th percentile. When looking at our overall data comparing FY21 to FY 22 state FSA test data, all grade levels had a significant drop from previous years. Even though math gains increased 63% to 76% and Math L25 increased from 48% to 64%, they are still significantly lower than in previous years. In FY19, gains were 84% and Math L25 gains were 86%. Our rationale for choosing this focus is based on the data that we have analyzed. The scores were not in line with how our students usually do. Our math scores used to be very high, so we know that we can get back to higher achievement and gain percentages.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>Our measurable goals for FY23 will be an overall math achievement of 90%. This will be an increase of 5%.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>This area of focus will be monitored in a variety of different ways. One way will be to meet with math teachers on a regular basis for individual data chats. During these chats, students will be identified who are not meeting the standards and who need extra remediation. Teachers will complete the newly created FSQ/USA monitoring form. During PLC's teachers will discuss how their class/students are doing and compare them with other classes/students in the grade level. The administration will attend PLCs in order to work with and support teachers. The PLCs will help guide and support students in the next steps needed for individual students and classes as a whole. Monitoring will also occur during classroom walkthroughs and visits. The focus of these visits will be to ensure that standards are taught with fidelity and the intended rigor.</p>
Person responsible for monitoring outcome:	<p>Michella Levy (michella.levy@palmbeachschools.org)</p>
Evidence-based Strategy: Describe the evidence-based strategy being	<ol style="list-style-type: none"> 1. Students will be remediated and enriched through tutoring opportunities, blended learning opportunities, and I-Ready computerized instruction. 2. Teachers will use research-based curriculum support materials to increase standards' mastery. 3. Teachers will engage in standards-based long-term planning and reflection on data during their regular Professional Learning Communities. 4. Regular data chats will occur with all teachers. The focus of the data chat will be on the academic movement of students. If students are not moving academically, a plan will be

**implemented
for this Area
of Focus.**

put in place to ensure growth.

5. Differentiated small group instruction will occur within all math classrooms.

6. Bi-weekly progress monitoring through PLCs, data chats, and classroom walk-throughs using the state standards "Look-fors" and the Updated PLC form.

7. A math PLC with representation from each grade level will meet to close learning gaps. Vertical planning and discussions will occur during these committee meetings.

8. The use of Owl Math, our standards-based math program that PTA assists with will be continued. The use of different materials for Owl Math Remediated will be implemented.

**Rationale for
Evidence-
based**

**Strategy:
Explain the
rationale for
selecting
this specific
strategy.**

**Describe the
resources/
criteria used
for selecting
this
strategy.**

1. Additional time for instruction and various modalities of learning empowers students to learn.

2. Research-based materials and programs provide proven ways for students to interact with standards and make gains.

3. Professional Learning Communities ensure accountability - holding teachers accountable for their instruction and the mastery of standards by their students. These meetings will help guide teachers in the next steps needed for their individual students.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Focus on alignment of standards in targeted instruction and assessments during the school day and in tutorials.

2. Meeting regularly with individual teachers and grade levels to create and monitor targeted plans.

3. Provide additional professional development in areas as determined by the needs assessment

4. Monitor small group and whole group instruction on a regular basis.

Person

Responsible Michella Levy (michella.levy@palmbeachschools.org)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Binks Forest Elementary ensures the social-emotional needs of all students by providing many school-wide programs to support our students. This includes a mentoring program for students who need extra social-emotional support with a Binks staff or faculty member. To recognize students who are demonstrating good character and for following our universal guidelines (“The BINKS Way”), Proud Owl Awards and other Positive Behavior Support Incentives are awarded and presented on the morning news (WOWL News). The school supplies school uniforms, school supplies, holiday food, and gifts for those students in need. Other school-wide initiatives at Binks Forest include free breakfast, Binks Forest Elementary Spirit Night, and our “Meet the Teacher” opportunities. Parenting workshops are provided through the school counselor for Binks Forest families and the Wellington community. During Red Ribbon Week our school community focuses on ways to say no to drugs and promote healthy and responsible decision-making, and planning for the future. Students participate in Suite 360 lessons to promote safety and learn about the dangers of peer pressure and substances. The school also participates in “SEL Day”, “Pink Shirt Day”, “Unity Day” (Anti-Bullying), and “Get Your Green On” Day (Mental Health Awareness) to promote empathy and inclusion. Our School-Based Team meets regularly with parents and teachers to support students through data-driven interventions to address the academic needs and behavioral social challenges of students. The school counselor implements a comprehensive school counseling program to meet the social-emotional needs of students through small group and individual counseling, and the school counseling Core Curriculum is delivered through the SEL class on the Fine Arts wheel. The curriculum delivered is based on the American School Counselor Association’s Mindsets and Behaviors and the District SEL Competencies (self-awareness, self-management, responsible decision-making, social awareness, and relationship skills). Teachers also provide SEL morning meetings and mini-lessons using the District SEL slides, which are also incorporated throughout the year on the broadcasted morning announcements. The Behavioral Health Professional helps facilitate behavioral interventions and counseling support for students and families to meet the behavioral and mental health needs of students. Daily emotional wellness check-ins are done for students in grades 3-5 using the “WellCheq” online tool, which also allows students to request a “check-in” from their teacher or a counselor. The Positive Behavior Intervention and Support (PBIS) Team meets monthly to discuss school-wide climate issues and ideas for improvement. The school holds the distinction of being a PBIS Model School and School of Resilience based on our success in promoting PBIS on campus. At Binks Forest, we follow the “Binks Way” (Be Responsible, Inspire, Navigate Safely, Keep a Positive Attitude, Show Respect). Our teachers provide higher-level thinking opportunities and strategies to demonstrate best practices and connections for children regarding their future and college aspirations. Students participate in “College Fridays” on the first Friday of every month, which includes wearing college shirts, and also experience an annual Career Month event that includes live and virtual guest speakers and a school-wide Vehicle Day to help students learn about various careers and prepare for their future. Monitoring of attendance, including late drop-offs and early pick-ups by our teachers, the counselors, and the School Based Team (SBT) is key to building a positive culture. To address the issue, the SBT currently meets to discuss truancy with students and families. When appropriate, attendance contracts are signed, and/or a home visit is made. On a daily basis, Parent Link is used to call the homes of students that are absent. In addition, the school will be using postcards to reach out to families to inform them of their student(s)’ total absences and the instruction that they missed as a result of the absence(s). Single school culture (Academics, Behavior, Climate)

Academics:

Collaborative Planning Communities (PLCs) occur biweekly per grade level. Grade-level teachers meet with the administration to discuss and analyze data, modify instruction, and create standards-based learning goal scales. Student work and best practices are shared and analyzed. Grade levels meet for Common Planning. Teams create goals and plans based on standards, domains, units of study, and big ideas. It is then determined how all subject areas can be incorporated into the subject being taught.

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

Creating a positive culture on campus is a top priority at Binks Forest and is achieved through the support of all of our stakeholders.

Principal: Promoting collaboration among staff members, with proper focus and leadership, creates a positive environment in which teachers can share best practices that are responsive to student needs.

Students – Students at Binks Forest help to create a positive school culture by following the “Binks Way”, reporting any incidents of bullying behavior, and by setting example through their kind acts and friendly behavior with peers. Students are recognized each week with “Proud Owl” awards.

Teachers – Teachers help to promote a positive school climate through rigorous expectations, promoting the Binks Way and reviewing the expectation multiple times a year. Teachers have classroom expectations, reward systems, and maintain regular communication with families.

PBIS Team (Positive Behavior Interventions and Supports)- The PBIS team collects and shares data about student behavior and areas of concern with faculty to help develop individual and school-wide interventions to support positive behavior on campus. The PBIS Team develops initiatives to support the “Binks Way” through recognition systems and school-wide activities that help create a safe and welcoming school climate. The school counselor and Behavior Health Professional serve on this team and help develop and promote these initiatives and interventions.

Parents – Parents are instrumental in helping to create and maintain a positive school culture. At Binks Forest, there is a position on the PTA board that helps to recognize students or “Kindness” through a monthly “Kindness Hero” award and a school-wide kindness tree in the hallway. PTA has provided funds for initiatives like the “Buddy Bench” on the school playground and painted murals in the hallways to promote positivity and a growth mindset.

With the Binks Way in place and students actively doing these things and encouraging others to do so, the positive culture and environment will continue.

As stipulated within Florida Statute and Policy 2.09 Binks Forest Elementary ensures all students receive equal access to effective instruction: students are immersed in rigorous tasks encompassing the full intent of the Florida B.E.S.T. Standards and content required by Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of multi-cultural diversity in alignment to SB2.09 instruction will also be infused as 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 be taught in a manner that leads to an investigation of human behavior, and understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, 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 shall be designated as "Holocaust Education Week". (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. (c) women's contribution (d) sacrifices of veterans and the value of Medal of Honor recipients (e) Hispanic contributions.

Additional content required for instruction by Florida Statute 1003.42 (2), as applicable include:

- * Declaration of Independence
- * Constitution of the United States and the Bill of Rights
- * Flag Education
- * Civil Government: functions and interrelationships
- * History of the United States
- * Kindness to animals

- * Florida History
- * Conversation about natural resources
- * Health education
- * Character development - done through a program that addresses: patriotism, responsibility, citizenship, kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

These concepts are introduced as stand-alone and may also be integrated into other core subjects. 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 page. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum. Additionally, topics are often addressed in greater depth through the school counselor during her instruction on the wheel.