

The School District of Palm Beach County

Forest Park Elementary School



2022-23 Schoolwide Improvement Plan

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Forest Park Elementary School

1201 SW 3RD ST, Boynton Beach, FL 33435

<https://fpes.palmbeachschools.org>

Demographics

Principal: Sharonda Alleyne

Start Date for this Principal: 7/1/2014

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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 Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (56%) 2018-19: B (58%) 2017-18: B (55%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2021-22 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">100%</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="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">95%</p>

School Grades History

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

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
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 in charge of executing and monitoring 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.
Farquharson, Debra	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 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.*

6

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.*

7

Total number of teacher positions allocated to the school

57

Total number of students enrolled at the school

560

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

4

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

8

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	109	81	92	109	67	74	0	0	0	0	0	0	0	532
Attendance below 90 percent	0	31	19	23	15	12	0	0	0	0	0	0	0	100
One or more suspensions	0	4	2	10	0	6	0	0	0	0	0	0	0	22
Course failure in ELA	0	25	41	54	27	29	0	0	0	0	0	0	0	176
Course failure in Math	0	23	26	52	21	19	0	0	0	0	0	0	0	141
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	18	14	14	0	0	0	0	0	0	0	46
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	9	29	0	0	0	0	0	0	0	38
Number of students with a substantial reading deficiency	0	5	13	29	14	14	0	0	0	0	0	0	0	75

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	0	24	26	50	27	27	0	0	0	0	0	0	0	154

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	0	3	18	0	0	0	0	0	0	0	0	0	21
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Wednesday 8/24/2022

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	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

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	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

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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

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	48%	59%	56%				55%	58%	57%
ELA Learning Gains	71%						69%	63%	58%
ELA Lowest 25th Percentile	64%						70%	56%	53%
Math Achievement	47%	53%	50%				61%	68%	63%
Math Learning Gains	65%						65%	68%	62%
Math Lowest 25th Percentile	79%						55%	59%	51%
Science Achievement	21%	59%	59%				30%	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	43%	54%	-11%	58%	-15%
Cohort Comparison		0%				
04	2022					
	2019	75%	62%	13%	58%	17%
Cohort Comparison		-43%				
05	2022					
	2019	45%	59%	-14%	56%	-11%
Cohort Comparison		-75%				

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	58%	65%	-7%	62%	-4%
Cohort Comparison		0%				
04	2022					
	2019	69%	67%	2%	64%	5%
Cohort Comparison		-58%				
05	2022					
	2019	48%	65%	-17%	60%	-12%
Cohort Comparison		-69%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	27%	51%	-24%	53%	-26%

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	24	68	91	37	76	91	6				
ELL	52	70	61	47	61	76	24				
BLK	46	73	68	42	66	86	14				
HSP	49	63		57	56		35				
FRL	47	71	64	46	65	79	20				
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				
WHT	69			77							
FRL	54	69	70	61	65	55	31				

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	57
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	63

ESSA Federal Index	
Total Points Earned for the Federal Index	458
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	56
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	57
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	58
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	52
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	

Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	57
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	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?

The trends emerging across grade levels in core content areas is an overall improvement with science as the only drop in FY22. We are gaining to pre-COVID levels in state assessments.

- ELA
- FY 19 to FY21 to FY22
- Third Levels 3-5 43% to 33% to 36%
- Level 1 44%
- Level 2 21%
- Level 3 17%
- Level 4 15%
- Level 5 3%
- Fourth Levels 3-5 75% to 37% to 51%
- Level 1 19%
- Level 2 29%
- Level 3 33%
- Level 4 14%
- Level 5 4%
- Fifth Levels 3-5 44% to 40% to 39%
- Level 1 32%

Level 2 30%
Level 3 23%
Level 4 14%
Level 5 2%

Math FY 19 to FY21 to FY22

Third Levels 3-5 58% to 43% to 48%

Level 1 40%

Level 2 13%

Level 3 27%

Level 4 18%

Level 5 2%

Fourth Levels 3-5 69% to 30% to 47%

Level 1 28%

Level 2 25%

Level 3 26%

Level 4 11%

Level 5 10%

Fifth Levels 3-5 47% to 49% to 30%

Level 1 40%

Level 2 30%

Level 3 24%

Level 4 2%

Level 5 3%

In addition to a significant decline in science, our Hispanic students have shown a decline in ELA by 6%. In math our fifth graders showed a significant decline of 19%.

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

Our science data showed the greatest need for improvement. In FY21, science score was 32% dropping to 17% in FY22 for a decline of 15%. Our fifth grade math was also a concern with a decline of 19%. Another concern for our school in FY21 school year is we had a significant increase in retained third grade students compared to the previous years.

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

For our contributing factors in science and math, there were new teachers to the content areas of science and math. We need to solidify the instructional content within the classroom. We will incorporate small group differentiated instruction with additional teacher supports. Our coaching model will be supporting by the Single School Cultural Coordinator to ensure strategic implementation and support capacity development.

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

Our L25s in math showed the most improvement with an increase of 41% in learning gains. Our fourth grade ELA and math showed an improvement with a 14% increase in ELA and a 17% increase in math. When looking at our students with disabilities, last year our students were at 24% Federal Percentage Point Index. This year they are at 56%.

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

We implemented a strategic focus on our L25s which includes the majority of our students with disabilities. Targeted in school tutorials with progress monitoring

PLC planning

Progress monitoring focused on our L25s.

Strong collaboration between our general education, resource and ESE teachers.

Coach supported content areas to ensure best practices across content.

As an early intervention to increase student readiness to enter kindergarten, we offer a school year Voluntary Prekindergarten (VPK) Program and a PreK self-contained program for students ages 3 to 5 determined eligible for exceptional student education based on goals and services as written on the Individual Education Plan. These programs are supported by the Department of Early Childhood Education and the Department of Exceptional Student Education. They follow all Florida statutes, rules, and use a developmentally appropriate curriculum that enhances children in attaining Florida Early Learning performance standards. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life. To assist with the transition, we hold open house for incoming kindergarten children and their families as well as provide information and resources.

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. More emphasis has been placed on our double down teachers in PLC.
2. Tutorials: focus on strategic groupings to include level 2s 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 and Imagine Learning): 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. Acceleration teacher hired this year.
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: implementation of Florida's new BEST standards, select classrooms use passport for intervention. LLI is used in select classrooms.
8. Data Analysis: ongoing data chats for school, grade level, teachers 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 in math and ELA.
3. Maintain positive learning growth while focusing on ELA and Math Achievement for all students.
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 focus on proficiency and to include L25s in both reading and math, 5th grade science fair game benchmarks.
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 and Imagine Learning): 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), select classrooms use passport for intervention.

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 Standards-aligned Instruction

The trends emerging across grade levels and subgroups in core content areas is an overall improvement with science as the only drop in FY22. We are gaining to pre-COVID levels in state assessments.

Math
 Third Levels 3-5 58% to 43% to 48%
 Level 1 40%
 Level 2 13%
 Level 3 27%
 Level 4 18%
 Level 5 2%
 Fourth Levels 3-5 69% to 30% to 47%
 Level 1 28%
 Level 2 25%
 Level 3 26%
 Level 4 11%
 Level 5 10%
 Fifth Levels 3-5 47% to 49% to 30%
 Level 1 40%
 Level 2 30%
 Level 3 24%
 Level 4 2%
 Level 5 3%

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

In addition to a significant decline in science, our Hispanic students have shown a decline in ELA by 6%. In math our fifth graders showed a significant decline of 19%. As a school aligned to the District's Strategic Plan, we will ensure all students engage in teaching and learning and learning that results in academic excellence & growth. Our instructional priority is to use trends in data and student work samples to identify learning needs in order to make adjustments.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our measurable outcomes will compare progress monitoring one to progress monitoring two.
 Feb 2023 May 2023
 Student Learning Outcomes
 Math +2% +3%
 Science +5% +5%

When looking at our Teacher Practice Outcomes our school's focus is to ensure differentiated small group instruction to be utilized effectively and efficiently in all content area classrooms. By February 2023, 75% of our teachers will achieve this goal. By May of 2023, 100% of our teachers will achieve this goal.

Coaching Outcomes
 By February 2023, 10% of our Tier 1 teachers will transition to Tier 2 support services. 20% of our Tier 2 teachers will transition to Tier 3. By May of 2023, 30% of our Tier 1 teachers will transition to Tier 2 support services. 50% of our Tier 2 teachers will transition to Tier 3.

Monitoring:
Describe how this Area of

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,

Focus will be monitored for the desired outcome.

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.

Person responsible for monitoring outcome:

Nancy Robinson (nancy.robinson@palmbeachschools.org)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

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, 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: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this 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, 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

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. 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

Person Responsible Simone Green (simone.green@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.

Person Responsible Renette Civilma (renette.civilma@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

Person Responsible Carla Davis (carla.davis-fusco@palmbeachschools.org)

4. Adaptive technology (i-Ready, Imagine Learning, 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

Person Responsible Toni McMillan (toni.mcmillan@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

Person Responsible Victoria Beeler (victoria.beeler@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

Person Responsible Rebecca Blucher (rebecca.greenblucher@palmbeachschools.org)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

On grade level and above One grade level below two grade levels below
 Kindergarten 73% 27%
 First Grade 35% 51% 4%
 Second Grade 40% 40% 21%

As a school aligned to the District's Strategic Plan, we will ensure all students engage in teaching and learning and learning that results in academic excellence & growth. Our instructional priority is to use trends in data and student work samples to identify learning needs in order to make adjustments.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

ELA
 FY 19 to FY21 to FY22
 Third Levels 3-5 43% to 33% to 36%
 Level 1 44%
 Level 2 21%
 Level 3 17%
 Level 4 15%
 Level 5 3%
 Fourth Levels 3-5 75% to 37% to 51%
 Level 1 19%
 Level 2 29%
 Level 3 33%
 Level 4 14%
 Level 5 4%
 Fifth Levels 3-5 44% to 40% to 39%
 Level 1 32%
 Level 2 30%
 Level 3 23%
 Level 4 14%
 Level 5 2%

Our instructional priority will be to deliver content, concept, or skill that is aligned to the Benchmark and intended learning.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Our measurable outcomes will compare progress monitoring one to progress monitoring two.

Feb 2023 May 2023

Student Learning Outcomes +5% +5%

When looking at our Teacher Practice Outcomes our school's focus is to ensure differentiated small group instruction to be utilized effectively and efficiently in all content area classrooms. By February 2023, 75% of our teachers will achieve this goal. By May of 2023, 100% of our teachers will achieve this goal.

Coaching Outcomes

By February 2023, 10% of our Tier 1 teachers will transition to Tier 2 support services. 20% of our Tier 2 teachers will transition to Tier 3. By May of 2023, 30% of our Tier 1 teachers will transition to Tier 2 support services. 50% of our Tier 2 teachers will transition to Tier 3.

Grades 3-5: Measureable Outcome(s)

Our measurable outcomes will compare progress monitoring one to progress monitoring two.

Feb 2023 May 2023

Student Learning Outcomes +2% +3%

When looking at our Teacher Practice Outcomes our school's focus is to ensure differentiated small group instruction to be utilized effectively and efficiently in all content area classrooms. By February 2023, 75% of our teachers will achieve this goal. By May of 2023, 100% of our teachers will achieve this goal.

Coaching Outcomes

By February 2023, 10% of our Tier 1 teachers will transition to Tier 2 support services. 20% of our Tier 2 teachers will transition to Tier 3. By May of 2023, 30% of our Tier 1 teachers will transition to Tier 2 support services. 50% of our Tier 2 teachers will transition to Tier 3.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

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.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Robinson, Nancy, nancy.robinson@palmbeachschools.org

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

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 Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

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:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
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1. Develop Literacy Leadership Schools must have a Literacy Leadership Team, consisting, in part, of a School administrator Principal and Assistant Principal, Single School Culture Coordinator, Media specialist, Resource teacher
 Develop a plan to monitor the implementation and ensure compliance with the reading plan
 Walkthroughs to weekly monitor and support reading instruction and intervention (Look for from CAO updates)
 School Leaders have a process to identify areas of strengths and next steps (Utilizing data, Analyzing Data)

Robinson, Nancy,
 nancy.robinson@palmbeachschools.org

2. Assessment:
 1. Incorporate Small group instruction; focusing on four aspects of Literacy; writing, reading, speaking & listening) (Professional Learning/Literacy Coaching)
 a. Students will be assessed using FAST K-2 STAR, FAST 3-5 Cambium iReady, Benchmark Unit Assessments and FSQ's in Language Arts. Teacher will utilize Differentiated Instruction strategies and small group instruction (Assessment).

Beeler, Victoria,
 victora.beeler@palmbeachschools.org

3. Interventions (Assessment / Professional Learning)
 1. Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success.
 2. Use K-5 Reading intervention with guidelines for schools to determine students' needs

Civilma, Renette,
 renette.civilma@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.

As a cohort school for Social Emotional Learning entering our fifth 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 meet 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 the 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 our School. This club works in collaboration with the SAAC program and they culminate the year with a musical production. The IB program allows the opportunity for IB Ambassadors. They get involved with community activities; environmental clean ups, the Boynton Beach Parade etc. Our Cultural Dancers are utilized as a welcome group for parent and community events hosted at our school. Our school also has a Behavioral Health Professional that 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. We also welcome a mental health therapist on campus this year to meet the needs of students. She works in collaboration with our behavioral health professional.

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

Administration is in charge of communicating and ensuring the execution of expectations to faculty, staff, students, and parents: They model and teach positive behaviors while providing students with incentives and positive feedback.

Non-Instructional Staff: support with the above. SAC supports by ensuring focus on student achievement & school improvement plans.

As stipulated within the Florida Statute & Policy 2.09 our school ensures all students receive equal access to the pillars of Effective Instruction: Students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State 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 and 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. 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, is designated as "Holocaust Education Week" in this state. This is 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 are 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.