

The School District of Palm Beach County

Banyan Creek Elementary School



2016-17 Schoolwide Improvement Plan

Banyan Creek Elementary School

4243 SABAL LAKES RD, Delray Beach, FL 33445

<https://bces.palmbeachschools.org>

School Demographics

| School Type and Grades Served (per MSID File) | 2015-16 Title I School | 2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|---|
| Elementary School PK-5 | No | 55% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 59% |

School Grades History

| Year | 2017-18 | 2014-15 | 2013-14 | 2012-13 |
|-------|---------|---------|---------|---------|
| Grade | A | A* | A | B |

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/16/2016.

SIP Authority and Template

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.

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 monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Banyan Creek Elementary School

| DA Region and RED | DA Category and Turnaround Status |
|--|-----------------------------------|
| Southeast - LaShawn Russ-Porterfield | Not In DA - N/A |

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The teachers and staff at Banyan Creek Elementary School believe that our mission is to facilitate the cooperative efforts of parents, school, and community to create a partnership that fosters an equitable environment, producing literate, self-directed and responsible citizens.

b. Provide the school's vision statement.

The vision of Banyan Creek Elementary is to become a learning community of adults and students where academic excellence is the norm, cultural diversity is respected and harmonious relationships are commonplace.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Single School Culture for Academics:

Teachers attended regularly scheduled collaborative planning and faculty meetings to analyze data and to discuss and align curriculum with instruction.

Single School Culture for Behavior:

Banyan Follows the SWPBS program. Every student is instructed on the various aspects of PBS on a regular basis. All staff are expected to follow and adhere to all rules and procedures in regards to student monitoring, parent contact and disciplinary actions per PBS guidelines.

Single School Culture for Climate:

Banyan has an inclusive mindset towards all students; providing equal opportunity for all students regardless of their differentiated needs. Staff are expected to promote fair and caring attitude towards all students. To promote an appreciation for multicultural diversity, Banyan Creek will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09(8)(b), as applicable to appropriate grade levels, including but not limited to: History of Holocaust (Holocaust Survivor speakers to our 5th grade classes), History of Africans and African Americans, Hispanic Contributions, Women's contributions and Scarifies of Veterans (school-wide presentations).

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

- * Character Development will be taught through guidance curriculum
- * History of the United States will be taught through direct instruction, interactive experiences, field trips, etc.
- * U.S. Constitution and Bill of Rights will be taught through direct instruction, interactive experiences, field trips, etc.
- * Florida History will be taught through direct instructions, science lab experiences, interactive experiences and field trips.

We will also make certain that relationship building is a clear priority and embed cultural activities within curriculum and daily course work (e.g., reading selections and writing assignments).

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Banyan Creek will articulate, demonstrate, and teach our specific practices that reflect the application of our school's SwPBS Universal Guidelines to the contexts students will encounter before, during and after school. We have also created lesson plans where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported. Our school will infuse content required by Florida Statute, section 1003.4205, as applicable to appropriate to situations, including to but not limited to disability awareness.

Single School Culture for Academics:

Teachers attended regularly scheduled collaborative planning and faculty meetings to analyze data and to discuss and align curriculum with instruction.

Single School Culture for Behavior:

Banyan Follows the SWPBS program. Every student is instructed on the various aspects of PBS on a regular basis. All staff are expected to follow and adhere to all rules and procedures in regards to student monitoring, parent contact and disciplinary actions per PBS guidelines.

Single School Culture for Climate:

Banyan has an inclusive mindset towards all students; providing equal opportunity for all students regardless of their differentiated needs. Staff are expected to promote fair and caring attitude towards all students. To promote an appreciation for multicultural diversity, Banyan Creek will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09(8)(b), as applicable to appropriate grade levels, including but not limited to: History of Holocaust, History of Africans and African Americans, Hispanic Contributions, Women's contributions and Scarifies of Veterans.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Banyan's Universal Guidelines and behavior matrix are taught throughout the entire school year to ensure students are aware of school expectations. Our SwPBS team reviews behavior data to ensure students are engaged while in class. Teachers hold class meetings on a frequent basis to include student feedback and update students on our PAWS recognition system.

Single School Culture for Academics:

Teachers attended regularly scheduled collaborative planning and faculty meetings to analyze data and to discuss and align curriculum with instruction.

Single School Culture for Behavior:

Banyan Follows the SWPBS program. Every student is instructed on the various aspects of PBS on a regular basis. All staff are expected to follow and adhere to all rules and procedures in regards to student monitoring, parent contact and disciplinary actions per PBS guidelines.

Single School Culture for Climate:

Banyan has an inclusive mindset towards all students; providing equal opportunity for all students regardless of their differentiated needs. Staff are expected to promote fair and caring attitude towards all students. To promote an appreciation for multicultural diversity, Banyan Creek will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09(8)(b), as applicable to appropriate grade levels, including but not limited to: History of Holocaust, History of Africans and African Americans, Hispanic Contributions, Women's contributions and Scarifies of Veterans.

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

Banyan Creek's School Based Team meets twice a week to discuss students with barriers to academic and/or social success. The team meets with identified staff to provide a differentiated delivery of services based on student need. This includes classroom guidance, assemblies, small group counseling, and individualized support. Our team utilizes in data based decision making to close academic, social emotional gaps by connecting all students with the services they need.

Single School Culture for Academics:

Teachers attended regularly scheduled collaborative planning and faculty meetings to analyze data and to discuss and align curriculum with instruction.

Single School Culture for Behavior:

Banyan Follows the SWPBS program. Every student is instructed on the various aspects of PBS on a regular basis. All staff are expected to follow and adhere to all rules and procedures in regards to student monitoring, parent contact and disciplinary actions per PBS guidelines.

Single School Culture for Climate:

Banyan has an inclusive mindset towards all students; providing equal opportunity for all students regardless of their differentiated needs. Staff are expected to promote fair and caring attitude towards all students. To promote an appreciation for multicultural diversity, Banyan Creek will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09(8)(b), as applicable to appropriate grade levels, including but not limited to: History of Holocaust, History of Africans and African Americans, Hispanic Contributions, Women's contributions and Scarifies of Veterans.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

*Attendance below 90 percent, regardless of whether absence is excused.

*One or more suspensions, whether in school or out of school.

*A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics.

Banyan Creek will utilize Sages, Terms and our behavior tracking forms to identify students who have attendance, behavioral and academic concerns.

b. Provide the following data related to the school's early warning system

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 | |
| Attendance below 90 percent | 14 | 13 | 16 | 9 | 14 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 82 |
| One or more suspensions | 1 | 2 | 4 | 2 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16 |
| Course failure in ELA or Math | 32 | 51 | 47 | 58 | 47 | 40 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 275 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 43 | 34 | 36 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 113 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

The number of students identified by the system as exhibiting two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--|-------------|---|---|----|----|----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students exhibiting two or more indicators | 8 | 6 | 9 | 43 | 35 | 32 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 133 |

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Banyan Creek will utilize the SBT process and MTSS including but not limited to SAI, iii, LLI, Wilson, Foundations, iReady and tutoring to improve academic performance of students identified by the early warning system. We will consider the unique needs of our students with IEP's when planning for intervention strategies in order to close the achievement gap.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

In order to get more parents involved, our PTA has been actively involved in developing and sending out a weekly PTA Newsletter; and a website. All of our teachers send out a weekly/bi-weekly classroom newsletter to parents or use Edline. The School District also provides an Edline account for schools. Teachers are required to hold parent conferences/notification prior to submitting tracking forms and referrals. Learning opportunities and resources are provided to families of students with disabilities on a on going basis.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

We have a business partner coordinator as well as a PTA volunteer community liaison. Both of whom work with local businesses and community members to get them involved in or school as well as support Banyan's initiatives. Some examples are, Delray Reads, Kids and Cops, adopt-a-class, business partnership membership program, open house and edline etc.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

| Name | Title |
|----------------------|---------------------|
| Castellano, Allison | Principal |
| Letoile, Alison | Assistant Principal |
| Gaillard, Robin | Teacher, K-12 |
| Cole, Allyne | Teacher, K-12 |
| Butterfield, Michael | Teacher, K-12 |
| Stewart, Cynthia | Teacher, K-12 |
| Terry, Jeannie | Teacher, K-12 |
| Figueroa, Susan | Teacher, ESE |
| Robinson, Raquel | Instructional Media |
| Mason, Kelly | Teacher, K-12 |
| Bernstein, Phylis | Teacher, K-12 |
| Howard, Susan | Teacher, K-12 |
| Saunders, Michelle | Teacher, K-12 |
| White, Cynthia | Teacher, K-12 |
| Seguine, Marissa | Teacher, K-12 |
| Kozak, Helen | Teacher, K-12 |
| Adelstein, Cory | Teacher, K-12 |

b. Duties

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

The administration provides the common vision for the use of data- based decision-making. Leadership facilitates the PLC meetings to guide teachers towards effective instructional practices. In addition, leadership ensures that the team implement the Rtl process with fidelity. They assure adequate professional development is provided to staff and that communication of the Rtl process is provided to parents. SBT/Rtl chairperson and the assistant principal will provide leadership in the process, work closely with staff to implement Tier 1 and Tier 2 interventions and develop models to implement Tier 3 interventions. The Rtl chairperson will provide training to staff and provide guidance in the successful application of research-based instructional support.

The school psychologist will work with the leadership team and participate in collection, interpretation and analysis of data; facilitate the development of intervention plans and data-based decision making activities, and provide support for intervention fidelity, appropriate documentation and both professional development and technical assistance.

The ESE Coordinator works with team members to develop appropriate interventions for students referred to the RtI/School Based Team and maintains the process for special education evaluations when RtI is not sufficient to meet the student's needs. In addition, the ESE Coordinator will be overseeing the in house choice technology program.

The guidance counselor works with the team to provide guidance support and links child-serving and community agencies to the school and family to support the child's academic, emotional, behavioral and social success.

The Speech Language Pathologist educates the team in the role that language plays in the instructional success and assists in the selection of speech and language screening measures.

ELL Contact/Resource Teacher (as needed) assists the team with ELL strategies and instructional methodologies and provides information regarding second language acquisition and development, use and analysis of ELL testing data and implications for instruction.

Select General Education teachers, both primary and intermediate, provide information about core instruction, participation in student data collection, deliver Tier 1, Tier 2 and Tier 3 instruction/ intervention.

Exceptional Student Education (ESE) Teachers will work with the team to assist in student data collection and collaborate with general education teachers to develop and/or provide Tier 2 and Tier 3 interventions.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The leadership team provided input regarding programs and support for the coming year which are reflected in the School Improvement Plan. Team members meet on an ongoing basis with administration and input was obtained from the School Advisory Committee.

Supplemental Academic Instruction (SAI)- One teaching position has been given to our school to implement the program. We utilize this position to meet the needs of our lowest 25% in grades 3 4, and 5.

Nutrition Program-

Our school was a location for a summer feeding program for our community. We also offer all students in our school a free breakfast before school.

Banyan Creek integrates Single School Culture by sharing our School Wide Positive Behavior Support Program Universal Guidelines for Success, monitoring our behavioral matrix, and teaching our expected behaviors, communicating with our parents, and tracking our SwPBS program. Throughout the year our SwPBS committee updates our action plan. We take pride in infusing an

appreciation for multicultural diversity through designed lessons, anti-bullying campaign, and by implementing our SwPBS programs.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

| Name | Stakeholder Group |
|---------------------|----------------------------|
| Susan Figueroa | Teacher |
| Heather Katz | Parent |
| Lori Hall | Education Support Employee |
| Cathy Jaffee | Parent |
| Erin Mann | Parent |
| Sandy Koch-Stone | Parent |
| Dana Weissblum | Parent |
| Kenia Martinez | Parent |
| Jean Capizola | Parent |
| Elizabeth Burger | Teacher |
| Shannon Ready | Parent |
| DeJane Telsuma | Education Support Employee |
| Marie Luberisse | Education Support Employee |
| Raquel Robinson | Teacher |
| Michael Butterfield | Teacher |
| Allison Castellano | Principal |
| Lori Anger | Parent |
| Chad Austin | Parent |
| Jelsson Batista | Parent |
| Brunia Beaubrun | Parent |
| Rocky Boga | Parent |
| Robin Brauner | Teacher |
| Gerri Busold | Parent |
| Gilberte Cenkar | Parent |
| Michelle Clarke | Parent |
| Sarah Cook | Parent |
| Nirka Dasney | Parent |
| Remyeta Deshmukh | Parent |
| Bernyvette Desire | Parent |
| Junzen Domingo | Parent |
| Minal Doshi | Parent |
| Rebecca Elman | Parent |
| Katherine Gerba | Parent |
| Darci Griffin | Parent |
| Wilode Hilaire | Parent |
| Samantha Hirsh | Parent |
| Carine Jean | Parent |
| Antonide Joseph | Parent |

| Name | Stakeholder Group |
|---------------------|----------------------------|
| Mitchell Katz | Business/Community |
| Shayme Life | Parent |
| Jefferson Lux | Parent |
| Jesse Margoils | Parent |
| Lisa Murphy | Parent |
| Tania Shelley | Parent |
| Tara Stephenson | Parent |
| Pamela Strebel | Parent |
| Andria Tachev | Parent |
| Lizzette Uzzo | Education Support Employee |
| Katie Vacca | Parent |
| Cynthia White | Teacher |
| | Student |
| Michael Butterfield | Teacher |
| Judy McMahon | Teacher |
| Amanda Suhandron | Teacher |
| Missy Tamburri | Teacher |
| Dena Warner | Teacher |
| | Student |

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

We reviewed data collection and discussed school initiatives to meet the goals of last years school improvement plan. We met regularly to review progress and determine deficiencies.

b. Development of this school improvement plan

The School Advisory Council will assist in the preparation, implementation, and evaluation of the School Improvement Plan. The Council makes recommendations and assists the school administration in all areas of school improvement. These tasks are performed through decision making by parents, teachers, staff, business partners, community members who are stakeholders in our school.

c. Preparation of the school's annual budget and plan

While we are centralized budgeting district, any additional or discretionary funds are discussed and reviewed with SAC for approval.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

Last school year we used \$4,624.00 of school improvement money to provide tutoring resources to our lowest 25% prior to the FSA.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

| Name | Title |
|---------------------|---------------------|
| Godfrey, Stephanie | Teacher, K-12 |
| Adelstein, Cory | Teacher, K-12 |
| Letoile, Alison | Assistant Principal |
| Figueroa, Susan | Teacher, ESE |
| Castellano, Allison | Principal |
| Hertzberg, Lauren | Teacher, K-12 |
| Rawls, Andrea | Teacher, K-12 |
| Saraga, Judith | Teacher, K-12 |
| Gosselin, Kathrina | Teacher, K-12 |
| Freiman, Karen | Teacher, K-12 |
| Dawe, Ruthie | Teacher, K-12 |
| Robinson, Raquel | Instructional Media |

b. Duties**1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

The LLT is a group of professionals who have a strong literacy background. We have our reading SAI teacher, seven teachers, Media specialist, ESE coordinator, and both administrators. The team collects data to establish the literacy goals for the school year. Once the goals have been identified and created, we create the plan of action and will meet throughout the year to monitor and assess the progress towards accomplishing the goals.

Major initiatives will be 1). supervise the full implementation of the Balanced Literacy Program in grades K-5 and to provide support to new staff. 2). Maintain compliance with the K-5 Literacy Assessment System (LAS) and to send teachers to level 1 or 2 training with the area office. 3). Targeting our lowest 25% of reading and math students to monitor and ensure that appropriate support and services are being provided to those students.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Banyan's plan to encourage positive working relationships with teachers is to have Professional Learning Community meetings on bi-weekly basis so that teachers can plan and analyze grade level data. Student

improvement is monitored and instruction is modified as needed based on decisions made through grade level collaboration.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

1. Partner new teachers with veteran staff- Assistant Principal
2. College campus job fairs and e-recruiting at Universities- Principal
3. Soliciting referrals from current employees and community members- Administration
4. Inform teachers of financial benefits of advanced degrees and supplements- Principal's Secretary
5. Interview questions related to applicants knowledge and feelings on inclusive practices for ESE students- ESE Contact

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

We follow the School District's New Teacher Program by assigning a mentor to each mentee. The Educator Support Program (ESP) is designed to elicit evidence that a beginning teacher has demonstrated teaching competence that promotes student learning. Teachers are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance. The ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth. This is done through deliberate pairings between new teachers and their coin ed trained counter parts. This school year, we are currently mentoring 2 new teachers.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

During our PLCs, conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Banyan Creek utilizes the following methods to ensure differentiated instruction for our diverse learners:

Data analysis through edw reporting, performance matters, RTI process for identified students with deficiencies, uninterrupted 90 minute literacy block, iii allocation, all instruction aligned with grade level Florida standards, small group differentiated instruction in every classroom, and multi-modality approach to learning. We also use technology programs that meet the students where they are currently like iStation. We also use the iReady books for mathematics to prepare students that are working towards proficiency.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year:

We will apply again for the K-12 Grant . If given, we will provide after school tutoring to students in the upper grades who have been identified as performing below grade level. Tutors will differentiate instruction centers based on individual student needs.

Strategy Rationale

Additional time reviewing grade level content areas, comprehension strategies and remediation as necessary.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Letoile, Alison, alison.letoile@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data is collected from the beginning of year grade level assessments. The teachers complete an item analysis to determine what areas/benchmarks need improvement on. After the program is completed, we will administer the same test as a post test.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

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

Each May, Banyan Creek holds a Kindergarten Round-up, where parents receive information about our Kindergarten program. We currently have VPK and ESE-PK programs on our campus to enhance students skills to ready them for Kindergarten. Parents will be provided with Kindergarten readiness information during Kindergarten Round-up or when they register. Once in Kindergarten, we remediate based on the needs of each student. The needs of every transitioning student in ESE is met through an individual child study meeting to determine best educational placement/programing, as well as transition discussions with feeder schools.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

Students are enrolled in a technology choice program and may have the opportunity to sit for the Digital Tools Computing Essentials Industry Certification Examination.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

N/A

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd grade.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd grade. 1a

G083607

Targets Supported 1b

| Indicator | Annual Target |
|---------------------|---------------|
| FSA ELA Achievement | 91.0 |
| FSA ELA Achievement | 84.0 |
| FSA ELA Achievement | 77.0 |
| FSA ELA Achievement | 72.0 |
| FSA ELA Achievement | 69.0 |

Targeted Barriers to Achieving the Goal 3

- Without consistency for collecting and interpreting data and lack of knowledge about research based program options, we are not identifying students early enough and therefore, students in need are not being provided effective early reading interventions.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teacher professional development on reading interventions and strategies with materials
- Community/Business partnerships
- PLC's to include consistent practices in each grade level
- Articulation/Vertical Planning
- School wide grade level expectations provided to parents throughout the school year

Plan to Monitor Progress Toward G1. 8

RRR levels, iReady scores, state diagnostic scores, FSA data, lesson plans, and other various forms of student data

Person Responsible

Allison Castellano

Schedule

Monthly, from 9/9/2016 to 5/31/2017

Evidence of Completion

Student data reports through EDW, iReady and state reports

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd grade. **1**

 G083607

G1.B1 Without consistency for collecting and interpreting data and lack of knowledge about research based program options, we are not identifying students early enough and therefore, students in need are not being provided effective early reading interventions. **2**

 B221896

G1.B1.S1 Professional development on specific reading interventions and strategies with materials **4**

 S234142

Strategy Rationale

Teachers need to know how to use materials reliably and have access to the materials

Action Step 1 **5**

Develop a Professional development schedule to provide professional learning opportunities addressing the schools needs around reading foundational strategies and small group instruction.

Person Responsible

Lynne Gallo

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Agendas, teacher follow up, Reading running record data, iReady data and walkthroughs

Action Step 2 **5**

Provide professional learning opportunities to teachers on intervention strategies necessary.

Person Responsible

Allison Castellano

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Agendas, teacher follow up, Reading running record data, iReady data and walkthroughs

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Provide teachers with common planning time as well as time in PLC's to collaborate and plan rigorous standards based instruction for students while addressing the needs of students instructional reading levels

Person Responsible

Allison Castellano

Schedule

Biweekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Learning goals and scales, teacher observation through walkthroughs, lesson plans, student data

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Monitor students' reading levels on formal and informal assessments and plan instruction in PLC's based off of these levels

Person Responsible

Alison Letoile


Schedule

Monthly, from 9/30/2016 to 6/2/2017

Evidence of Completion

Student data scores from formal and informal assessments

G1.B1.S2 Community/business partnerships 4

 S234143

Strategy Rationale

Strong community ties can support our reading initiatives through volunteerism, business partner programs funding of resources and materials necessary to provide intervention.

Action Step 1 5

We will reach out to community and business members fostering relationships in order to garner support for our reading initiatives.

Person Responsible

Yvonne Kearns

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Materials, resources and support from business partners and community members

Action Step 2 5

In partnership with a ACHS ROTC and City of Delray Beach develop an after school "Caring Cubs" reading club.

Person Responsible

Alison Letoile

Schedule

Biweekly, from 10/4/2016 to 6/2/2017

Evidence of Completion

After school club attendance and observations go guided reading

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Monthly agendas of business partner meetings

Person Responsible

Yvonne Kearns

Schedule

Monthly, from 9/12/2016 to 5/29/2017

Evidence of Completion

Monthly agendas

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Agendas of business partners meetings

Person Responsible

Yvonne Kearns

Schedule

Monthly, from 9/12/2016 to 6/1/2017

Evidence of Completion

Monthly agendas

G1.B1.S3 PLCs to include consistent practices in each grade level 4

 S234144

Strategy Rationale

All students should be equally provided standards-based rigorous instruction across all grade level classes. Teachers will collaborate and plan to ensure consistent instructional practices within each grade level class.

Action Step 1 5

PLCs will provide opportunities for teachers to collaborate, examine student work, analyze data and plan instruction incorporating consistent standards based instruction amongst all classes.

Person Responsible

Allison Castellano

Schedule

Weekly, from 8/29/2016 to 6/1/2017

Evidence of Completion

Unit plans, lesson plans, walkthroughs, student data chats and student work samples

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Administration will conduct walkthroughs, collect unit plans and attend PLC meetings

Person Responsible

Allison Castellano

Schedule

Biweekly, from 8/30/2016 to 6/1/2017

Evidence of Completion

Unit plans, agendas, observations

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Collect unit plans and monitor PLC sessions

Person Responsible

Allison Castellano

Schedule

Biweekly, from 8/30/2016 to 6/1/2017

Evidence of Completion

Agendas, unit plans, feedback and collaborating with teachers

G1.B1.S4 Articulation/vertical planning 4

 S234145

Strategy Rationale

Teachers need to become more aware of grade level expectations for grades levels above and below.

Action Step 1 5

After consistent practices are developed at each grade level the next step will be vertical planning and cross articulation amongst all grades levels

Person Responsible

Lynne Gallo

Schedule

Monthly, from 1/9/2017 to 5/25/2017

Evidence of Completion

Meeting agendas, collaborative conversations and lesson plans

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Lesson plans, meetings agendas and walkthroughs will be collected to monitor implementation

Person Responsible

Allison Castellano

Schedule

Semiannually, from 9/30/2016 to 6/2/2017

Evidence of Completion

lesson plans, agendas, iobservation evidence

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Planning and creating agendas for upcoming vertical and cross articulation meetings

Person Responsible

Lynne Gallo

Schedule

Quarterly, from 10/13/2016 to 5/25/2017

Evidence of Completion

Meeting agendas, walkthroughs, lesson plans

G1.B1.S5 Parents should be informed of grade level expectations so they can better support their children's learning experiences. 4

 S234146

Strategy Rationale

Consistent communication with parents ensuring their understanding of current grade level standards expectations so that parents can support their children at home.

Action Step 1 5

Parents will be provided opportunities throughout the school year to learn more about grade level standards and expectations.

Person Responsible

Susan Figueroa

Schedule

Monthly, from 8/24/2016 to 5/24/2017

Evidence of Completion

Curriculum night handout, Edline links to Florida Standards, FSA Parent Night powerpoint, , end of year Pre-K agenda meeting with parents on kindergarten readiness, and teacher communication.

Plan to Monitor Fidelity of Implementation of G1.B1.S5 6

Prior to any parent meetings, administration will monitor curriculum night handouts, Edline postings, and power points and provide opportunities for parents to provide feedback on areas they still need support.

Person Responsible

Susan Figueroa

Schedule

Monthly, from 8/24/2016 to 5/24/2017

Evidence of Completion

Agendas, handouts, Edline, and power points

Plan to Monitor Effectiveness of Implementation of G1.B1.S5 7

Parents will be surveyed quarterly to gauge their understanding and next steps.

Person Responsible

Alison Letoile

Schedule

Quarterly, from 4/3/2017 to 5/24/2017

Evidence of Completion

Surveys, meeting agendas, meeting minutes

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|-------------------------|--|---------------------|-------------------------------|---|-----------------------|
| 2017 | | | | | |
| G1.B1.S5.MA1 M305448 | Parents will be surveyed quarterly to gauge their understanding and next steps. | Letoile, Alison | 4/3/2017 | Surveys, meeting agendas, meeting minutes | 5/24/2017 quarterly |
| G1.B1.S5.MA1 M305449 | Prior to any parent meetings, administration will monitor curriculum night handouts, Edline... | Figueroa, Susan | 8/24/2016 | Agendas, handouts, Edline, and power points | 5/24/2017 monthly |
| G1.B1.S5.A1 A300960 | Parents will be provided opportunities throughout the school year to learn more about grade level... | Figueroa, Susan | 8/24/2016 | Curriculum night handout, Edline links to Florida Standards, FSA Parent Night powerpoint, end of year Pre-K agenda meeting with parents on kindergarten readiness, and teacher communication. | 5/24/2017 monthly |
| G1.B1.S4.MA1 M305446 | Planning and creating agendas for upcoming vertical and cross articulation meetings | Gallo, Lynne | 10/13/2016 | Meeting agendas, walkthroughs, lesson plans | 5/25/2017 quarterly |
| G1.B1.S4.A1 A300959 | After consistent practices are developed at each grade level the next step will be vertical... | Gallo, Lynne | 1/9/2017 | Meeting agendas, collaborative conversations and lesson plans | 5/25/2017 monthly |
| G1.B1.S2.MA1 M305443 | Monthly agendas of business partner meetings | Kearns, Yvonne | 9/12/2016 | Monthly agendas | 5/29/2017 monthly |
| G1.MA1 M305450 | RRR levels. iReady scores, state diagnostic scores, FSA data, lesson plans, and other various forms... | Castellano, Allison | 9/9/2016 | Student data reports through EDW, iReady and state reports | 5/31/2017 monthly |
| G1.B1.S2.MA1 M305442 | Agendas of business partners meetings | Kearns, Yvonne | 9/12/2016 | Monthly agendas | 6/1/2017 monthly |
| G1.B1.S3.MA1 M305444 | Collect unit plans and monitor PLC sessions | Castellano, Allison | 8/30/2016 | Agendas, unit plans, feedback and collaborating with teachers | 6/1/2017 biweekly |
| G1.B1.S3.MA1 M305445 | Administration will conduct walkthroughs, collect unit plans and attend PLC meetings | Castellano, Allison | 8/30/2016 | Unit plans, agendas, observations | 6/1/2017 biweekly |
| G1.B1.S3.A1 A300958 | PLCs will provide opportunities for teachers to collaborate, examine student work, analyze data and... | Castellano, Allison | 8/29/2016 | Unit plans, lesson plans, walkthroughs, student data chats and student work samples | 6/1/2017 weekly |
| G1.B1.S1.MA1 M305440 | Monitor students' reading levels on formal and informal assessments and plan instruction in PLC's... | Letoile, Alison | 9/30/2016 | Student data scores from formal and informal assessments | 6/2/2017 monthly |
| G1.B1.S1.MA1 M305441 | Provide teachers with common planning time as well as time in PLC's to collaborate and plan... | Castellano, Allison | 8/29/2016 | Learning goals and scales, teacher observation through walkthroughs, lesson plans, student data | 6/2/2017 biweekly |
| G1.B1.S1.A1 A300954 | Develop a Professional development schedule to provide professional learning opportunities... | Gallo, Lynne | 8/15/2016 | Agendas, teacher follow up, Reading running record data, iReady data and walkthroughs | 6/2/2017 monthly |
| G1.B1.S1.A2 A300955 | Provide professional learning opportunities to teachers on intervention strategies necessary. | Castellano, Allison | 8/15/2016 | Agendas, teacher follow up, Reading running record data, iReady data and walkthroughs | 6/2/2017 monthly |
| G1.B1.S2.A1 A300956 | We will reach out to community and business members fostering relationships in order to garner... | Kearns, Yvonne | 8/15/2016 | Materials, resources and support from business partners and community members | 6/2/2017 monthly |
| G1.B1.S2.A2 A300957 | In partnership with a ACHS ROTC and City of Delray Beach develop an after school "Caring Cubs"... | Letoile, Alison | 10/4/2016 | After school club attendance and observations go guided reading | 6/2/2017 biweekly |
| G1.B1.S4.MA1 M305447 | Lesson plans, meetings agendas and walkthroughs will be collected to monitor implementation | Castellano, Allison | 9/30/2016 | lesson plans, agendas, iobservation evidence | 6/2/2017 semiannually |

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd grade.

G1.B1 Without consistency for collecting and interpreting data and lack of knowledge about research based program options, we are not identifying students early enough and therefore, students in need are not being provided effective early reading interventions.

G1.B1.S1 Professional development on specific reading interventions and strategies with materials

PD Opportunity 1

Develop a Professional development schedule to provide professional learning opportunities addressing the schools needs around reading foundational strategies and small group instruction.

Facilitator

Administration team, district presenters

Participants

All teachers

Schedule

Monthly, from 8/15/2016 to 6/2/2017

PD Opportunity 2

Provide professional learning opportunities to teachers on intervention strategies necessary.

Facilitator

Learning goals and scales (M. Coyle) Foundations (K. Wynsong), Small strategies (D. Paulana and J. Skolecki), district presenters as needed

Participants

All teachers

Schedule

Monthly, from 8/15/2016 to 6/2/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

| | | | |
|--------|-------------|--|--------|
| 1 | G1.B1.S1.A1 | Develop a Professional development schedule to provide professional learning opportunities addressing the schools needs around reading foundational strategies and small group instruction. | \$0.00 |
| 2 | G1.B1.S1.A2 | Provide professional learning opportunities to teachers on intervention strategies necessary. | \$0.00 |
| 3 | G1.B1.S2.A1 | We will reach out to community and business members fostering relationships in order to garner support for our reading initiatives. | \$0.00 |
| 4 | G1.B1.S2.A2 | In partnership with a ACHS ROTC and City of Delray Beach develop an after school "Caring Cubs" reading club. | \$0.00 |
| 5 | G1.B1.S3.A1 | PLCs will provide opportunities for teachers to collaborate, examine student work, analyze data and plan instruction incorporating consistent standards based instruction amongst all classes. | \$0.00 |
| 6 | G1.B1.S4.A1 | After consistent practices are developed at each grade level the next step will be vertical planning and cross articulation amongst all grades levels | \$0.00 |
| 7 | G1.B1.S5.A1 | Parents will be provided opportunities throughout the school year to learn more about grade level standards and expectations. | \$0.00 |
| Total: | | | \$0.00 |