

The School District of Palm Beach County

Banyan Creek Elementary School



2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	62%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	64%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	B	A*	A

**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 11/8/2017.

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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Banyan Creek Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- 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 utilizes a SwPBS program. The school integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavioral Matrix and Teaching Expected Behaviors, communicating with parents, and Monitoring SwPBS. The school updates Action Plans during Leadership and Grade Level Team Meetings. The school integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavioral Matrix and Teaching Expected Behaviors, communicating with parents, and Monitoring SwPBS. The school updates Action Plans during Leadership and Grade Level Team Meetings. The staff has devised a set of expectations for student behavior in the classroom, cafeteria, hallways, etc. 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.

The Pillars of Effective Instruction lead our practices in providing all of our students with opportunities that will support their academic success.

All students are:

- Collaborating in a student-centered, personalized environment: Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential.
- Empowered and supported through high expectations to be college and career ready: Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community.

Student involvement in the academic processes is key. Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

Banyan Creek will also 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:

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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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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 data systems to identify students who have attendance, behavioral or academic concerns. Administration will meet with grade chairs and grade levels to ensure that teachers are aware of rules and identification and referrals of students to our School Based Team. Classroom teachers will bring SBT data concerns to principal data chats in the fall and spring to further discuss struggling students.

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	18	12	13	20	15	19	0	0	0	0	0	0	0	97
One or more suspensions	2	2	2	6	5	5	0	0	0	0	0	0	0	22
Course failure in ELA or Math	33	48	49	55	35	57	0	0	0	0	0	0	0	277
Level 1 on statewide assessment	0	0	0	50	24	53	0	0	0	0	0	0	0	127
	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	10	8	7	46	24	46	0	0	0	0	0	0	0	141

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

After students are referred interventions will be put in place such as SAI, iii, LLI, Wilson, Foundations, iReady and tutoring to improve academic performance of students identified by the early warning system. A comprehensive school counseling program will be developed with dedicated time to develop, implement, and evaluate small group and individual interventions. Guidance counselor will work with district MTSS support to target students with excessive absences. 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP 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

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
Cole, Allyne	Teacher, K-12
Butterfield, Michael	Teacher, K-12
Stewart, Cynthia	Teacher, K-12
Mason, Kelly	Teacher, K-12
Bernstein, Phylis	Teacher, K-12
Saunders, Michelle	Teacher, K-12
White, Cynthia	Teacher, K-12
Kozak, Helen	Teacher, K-12
Adelstein, Cory	Teacher, K-12
Patel, Mitali	Teacher, K-12
Mittler, Andrea	Teacher, K-12
Aucello, Lennie	Teacher, K-12
Kruppenbacher, Marty	Teacher, K-12
Bilotta, Theresa	Teacher, ESE
Handin, Aimee	School Counselor
Wigelsworth, Joshua	Teacher, ESE
Joseph, Monique	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 RtI process with fidelity. They assure adequate professional development is provided to staff and that communication of the RtI process is provided to parents. SBT/RtI 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 RtI 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
	Education Support Employee
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
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
Katherine Gerba	Parent
Darci Griffin	Parent
Wilode Hilaire	Parent
Samantha Hirsh	Parent
Carine Jean	Parent
Antonide Joseph	Parent
Mitchell Katz	Business/Community
Shayme Life	Parent

Name	Stakeholder Group
Jefferson Lux	Parent
Jesse Margoils	Parent
Lisa Murphy	Parent
Tania Shelley	Parent
Tara Stephenson	Parent
Andria Tachev	Parent
Lizzette Uzzo	Education Support Employee
Katie Vacca	Parent
Cynthia White	Teacher
Michael Butterfield	Teacher
Judy McMahon	Teacher
Missy Tamburri	Teacher

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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
Castellano, Allison	Principal
White, Cynthia	Teacher, K-12
Nolan-Dack, Christine	Teacher, ESE
Handin, Aimee	School Counselor
Saunders, Michelle	Teacher, K-12
Burger, Elizabeth	Teacher, ESE

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 including supporting the transition to the CKLA pilot in Grades K-2. 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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

The Pillars of Effective Instruction focus on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in collaborative planning and instruction. One venue for encouraging positive working relationships with teachers is participation in Professional Learning Communities (PLCs). The master schedule has been designed to provide consistent time for teachers to meet by common content. 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. Research-based protocols are utilized to focus the meetings on students'

academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through 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. Bring new teachers in for a pre-school lunch helping them acclimate to school/team and meet grade chairs before 1st day back
3. Bring Select Leadership Team Members to interview prospective employees at Palm Beach County Job Fair
4. Soliciting referrals from current employees and community members- Administration
5. Inform teachers of financial benefits of advanced degrees and supplements- Principal's Secretary
6. 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 trained counter parts. This school year, we are currently mentoring several 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.

By implementing the first Pillar, students are immersed in rigorous tasks encompassing the full intent of the standards.

- Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous.
- Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the 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. PLCs provide the opportunity for collaborative planning of instructional programs and practices that ensure alignment to Florida's 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.

By implementing the third Pillar, students collaborate in a student-centered, personalized environment.

- Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means.
- Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential

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 adaptive technology programs that meet the students where they are currently like iReady. We also use the iReady and instructional coaching books for mathematics in small group 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

As an early intervention to increase reading on grade level by third grade and to increase student readiness to enter kindergarten, Banyan Creek Elementary offers a school year Voluntary Prekindergarten (VPK) program that is supplemented with enrichment hours. This VPK program is supported by the Department of Early Childhood Education and follows all statutes, rules and contractual mandates in the Florida VPK Statewide Provider Agreement, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the performance standards adopted by the Florida DOE. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life.

Each May, Banyan Creek holds a Kindergarten Round-up, where parents receive information about our Kindergarten program. In addition to VPK we also have ESE-PK programs on our campus to enhance students skills to ready them for Kindergarten. Once in Kindergarten, after assessing via the iReady diagnostic, 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/programming, as well as transition discussions with feeder schools.

Parents will be provided with Kindergarten readiness information during Kindergarten Round-up or when they register to assist with the transition of school-based and community children into the kindergarten program at Banyan Creek, we engage in the following kindergarten transition activities: Distribution of a Summer Transition to Kindergarten Backpack with books, transition activities, and a parent guide for its enrolled VPK students (provided by the Dept. of Early Childhood Education) Scheduling opportunities for preschool children to visit a kindergarten class and/or meet their future kindergarten teacher Distribution of a letter, flyer or informational brochure sent to families of preschool children

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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

G094900

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement - Grade 3	91.0
FSA ELA Achievement - Grade 3	84.0
FSA ELA Achievement - Grade 3	77.0
FSA ELA Achievement - Grade 3	72.0

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

Administrator and leadership team will analyze diagnostic scores to determine strengths and areas in need of improvement to adjust our action plan as needed.

Person Responsible

Allison Castellano

Schedule

Semiannually, from 1/8/2018 to 1/31/2018

Evidence of Completion

Student data reports through EDW, performance matters 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

 G094900

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

 B255314

G1.B1.S1 Empower parents to support home learning. Parents should be informed of grade level expectations so they can better support their children's learning experiences. 4

 S269802

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 informed of grade level expectations so they can better support their children's learning experiences.

Person Responsible

Cory Adelstein

Schedule

Triannually, from 8/21/2017 to 6/1/2018

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.

Action Step 2 5

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

Person Responsible

Cory Adelstein

Schedule

Every 6 Weeks, from 8/21/2017 to 6/1/2018

Evidence of Completion

Handout given to parents "What an Ideal ____ Grader Looks Like on the 1st day", 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.

Action Step 3 5

During parent conferences teachers will provide parents with resources and strategies throughout the year to assist them in supporting their child with home learning.

Person Responsible

Cory Adelstein

Schedule

Every 6 Weeks, from 8/21/2017 to 6/1/2018

Evidence of Completion

Parent Conference notes

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

Parents will receive information on their child's current levels at the end of the 1st trimester after iReady diagnostics take place

Person Responsible

Alison Letoile

Schedule

Triannually, from 8/14/2017 to 6/1/2018

Evidence of Completion

Student data chat forms signed by parents

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

At PTA and SAC meetings, Google Forms Surveys will be utilized to check for increased understanding of grade level expectations and assistance offered at school

Person Responsible

Alison Letoile

Schedule

Quarterly, from 8/30/2017 to 5/30/2018

Evidence of Completion

Google Forms Data, survey data, agendas and sign ins from meetings

G1.B1.S2 Provide instructional staff with professional learning opportunities to ensure they have to capacity to meet the needs of all students. (Professional development on specific reading interventions and strategies with materials, PLCs to include consistent practices in each grade level, Articulation/vertical planning) 4

 S269803

Strategy Rationale

Teachers need to know how to use materials reliably and have access to the materials. 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. Teachers need to become more aware of grade level expectations for grades levels above and below.

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 8/14/2017 to 6/1/2018

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 including participation in Instructional Rounds

Person Responsible

Allison Castellano

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

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

Action Step 3 5

Participation in CKLA Pilot and provide opportunities for Collaborative Planning and discussion around rigorous standards

Person Responsible

Cory Adelstein

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

PLC Agendas, Sign-Ins from CKLA trainings and discussion group

Action Step 4 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 8/14/2017 to 6/1/2018

Evidence of Completion

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

Action Step 5 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 1/15/2018 to 6/1/2018

Evidence of Completion

Meeting agendas, collaborative conversations and lesson plans

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

Administration will attend PLCs and monitor learning opportunities on a consistent basis as well as visit classrooms to see learning in action

Person Responsible

Allison Castellano

Schedule

Biweekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

PLC Agendas, Documentation from Professional Development sessions, lesson plans, Collaborative/Team Planning Guides collected by administration, observation data

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

Analyze formative assessment data throughout the schools year with leadership team, grade levels and specific teachers (Data Chats) to determine next steps.

Person Responsible

Allison Castellano














Schedule

Every 3 Weeks, from 9/4/2017 to 5/31/2018

Evidence of Completion

RRR levels. iReady scores, lesson plans, and other various forms of student data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.MA1  M385339	Administrator and leadership team will analyze diagnostic scores to determine strengths and areas...	Castellano, Allison	1/8/2018	Student data reports through EDW, performance matters and state reports	1/31/2018 semiannually
G1.B1.S1.MA1  M385327	At PTA and SAC meetings, Google Forms Surveys will be utilized to check for increased understanding...	Letoile, Alison	8/30/2017	Google Forms Data, survey data, agendas and sign ins from meetings	5/30/2018 quarterly
G1.B1.S2.MA1  M385330	Administration will attend PLCs and monitor learning opportunities on a consistent basis as well as...	Castellano, Allison	8/14/2017	PLC Agendas, Documentation from Professional Development sessions, lesson plans, Collaborative/Team Planning Guides collected by administration, observation data	5/30/2018 biweekly
G1.B1.S2.MA1  M385329	Analyze formative assessment data throughout the schools year with leadership team, grade levels...	Castellano, Allison	9/4/2017	RRR levels. iReady scores, lesson plans, and other various forms of student data	5/31/2018 every-3-weeks
G1.B1.S1.MA1  M385328	Parents will receive information on their child's current levels at the end of the 1st trimester...	Letoile, Alison	8/14/2017	Student data chat forms signed by parents	6/1/2018 triannually
G1.B1.S1.A1  A360622	Parents will be informed of grade level expectations so they can better support their children's...	Adelstein, Cory	8/21/2017	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.	6/1/2018 triannually
G1.B1.S1.A2  A360623	Parents will be provided opportunities throughout the school year to learn more about grade level...	Adelstein, Cory	8/21/2017	Handout given to parents "What an Ideal ___ Grader Looks Like on the 1st day", 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.	6/1/2018 every-6-weeks
G1.B1.S1.A3  A360624	During parent conferences teachers will provide parents with resources and strategies throughout...	Adelstein, Cory	8/21/2017	Parent Conference notes	6/1/2018 every-6-weeks
G1.B1.S2.A1  A360625	Develop a Professional development schedule to provide professional learning opportunities...	Gallo, Lynne	8/14/2017	Agendas, teacher follow up, Reading running record data, iReady data and walkthroughs	6/1/2018 monthly
G1.B1.S2.A2  A360626	Provide professional learning opportunities to teachers on intervention strategies necessary...	Castellano, Allison	8/14/2017	Walkthrough Evidence, Agendas, teacher follow up, Reading running record data, iReady data and walkthroughs	6/1/2018 monthly
G1.B1.S2.A3  A360627	Participation in CKLA Pilot and provide opportunities for Collaborative Planning and discussion...	Adelstein, Cory	8/14/2017	PLC Agendas, Sign-Ins from CKLA trainings and discussion group	6/1/2018 weekly
G1.B1.S2.A4  A360628	PLCs will provide opportunities for teachers to collaborate, examine student work, analyze data and...	Castellano, Allison	8/14/2017	Unit plans, lesson plans, walkthroughs, student data chats and student work samples	6/1/2018 weekly
G1.B1.S2.A5  A360629	After consistent practices are developed at each grade level the next step will be vertical...	Gallo, Lynne	1/15/2018	Meeting agendas, collaborative conversations and lesson plans	6/1/2018 monthly

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.S2 Provide instructional staff with professional learning opportunities to ensure they have to capacity to meet the needs of all students. (Professional development on specific reading interventions and strategies with materials, PLCs to include consistent practices in each grade level, Articulation/ vertical planning)

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 8/14/2017 to 6/1/2018

PD Opportunity 2

Provide professional learning opportunities to teachers on intervention strategies necessary including participation in Instructional Rounds

Facilitator

A. Castellano-principal, C. Adelstein-SAI Coach, C. White-Grade Chair, M. Taminani, district support

Participants

All teachers

Schedule

Monthly, from 8/14/2017 to 6/1/2018

PD Opportunity 3

Participation in CKLA Pilot and provide opportunities for Collaborative Planning and discussion around rigorous standards

Facilitator

C.Adelstein, SAI Coach, M. Taminani-district support

Participants

All K-2 Teachers

Schedule

Weekly, from 8/14/2017 to 6/1/2018

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	Parents will be informed of grade level expectations so they can better support their children's learning experiences.	\$0.00
2	G1.B1.S1.A2	Parents will be provided opportunities throughout the school year to learn more about grade level standards and expectations.	\$0.00
3	G1.B1.S1.A3	During parent conferences teachers will provide parents with resources and strategies throughout the year to assist them in supporting their child with home learning.	\$0.00
4	G1.B1.S2.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
5	G1.B1.S2.A2	Provide professional learning opportunities to teachers on intervention strategies necessary including participation in Instructional Rounds	\$0.00
6	G1.B1.S2.A3	Participation in CKLA Pilot and provide opportunities for Collaborative Planning and discussion around rigorous standards	\$0.00
7	G1.B1.S2.A4	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
8	G1.B1.S2.A5	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
Total:			\$0.00