

The School District of Palm Beach County

Banyan Creek Elementary School



2018-19 Schoolwide Improvement Plan

Table of Contents

Purpose and Outline of the SIP	3
School Information	4
Needs Assessment	6
Planning for Improvement	9
Title I Requirements	12
Budget to Support Goals	14

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)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	57%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	63%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	A	B	A*

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Banyan Creek Elementary is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

Provide the school's vision statement.

Banyan Creek Elementary envisions a dynamic collaborative multicultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

School Leadership Team

Membership

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

Name	Title
Riopelle, Gerald	Principal
Cole, Allyne	Teacher, K-12
Butterfield, Michael	Teacher, K-12
Stewart, Cynthia	Teacher, K-12
Mason, Kelly	Teacher, K-12
Saunders, Michelle	Teacher, K-12
Patel, Mitali	Teacher, K-12
Mittler, Andrea	Teacher, K-12
Aucello, Lennie	Teacher, K-12
Handin, Aimee	School Counselor
Placil, Jeannie	Assistant Principal
Burger, Elizabeth	Administrative Support
Seguine, Marissa	Teacher, K-12

Duties

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 helps 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 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.

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.

Early Warning Systems

Year 2017-18

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	25	15	11	16	21	14	0	0	0	0	0	0	0	102
One or more suspensions	0	3	4	1	3	6	0	0	0	0	0	0	0	17
Course failure in ELA or Math	45	36	44	67	58	29	0	0	0	0	0	0	0	279
Level 1 on statewide assessment	0	0	0	36	39	29	0	0	0	0	0	0	0	104

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	16	4	4	36	39	29	0	0	0	0	0	0	0	128

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	4	4	15	25	21	21	0	0	0	0	0	0	0	90

Date this data was collected

Friday 9/21/2018

Year 2016-17 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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

Year 2016-17 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Low 25% ELA Learning Gains. (FY18 43%) Yes, this is a trend from previous years, FY17 of 52% and FY18 of 32%.

Which data component showed the greatest decline from prior year?

Low 25% ELA Learning Gains, FY17 (53%) to FY18 (43%) a decline change of 10%.

Which data component had the biggest gap when compared to the state average?

Low 25% ELA Learning Gains showed the largest gap when compared to the state average. State average 48% - Banyan Creek average 43%. A gap of 5%.

Which data component showed the most improvement? Is this a trend?

Proficiency rate on science, FY17 (63%) to FY18 (70%) an improvement of 7%.

Describe the actions or changes that led to the improvement in this area.

A focus on stronger instructional strategies and content within the 5th grade courses. PLC's provided support and guidance on identification of specific standards based on assessments given. Science lab incorporated into the fine arts wheel. Students were working on hands on activities once every 6 -7 days because of the fine art wheel rotation.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	70%	57%	56%	68%	52%	52%
ELA Learning Gains	59%	61%	55%	61%	56%	52%
ELA Lowest 25th Percentile	43%	56%	48%	32%	51%	46%
Math Achievement	78%	65%	62%	74%	61%	58%
Math Learning Gains	66%	63%	59%	70%	61%	58%
Math Lowest 25th Percentile	49%	53%	47%	46%	51%	46%
Science Achievement	70%	56%	55%	64%	53%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	25 (18)	15 (12)	11 (13)	16 (20)	21 (15)	14 (19)	102 (97)
One or more suspensions	0 (2)	3 (2)	4 (2)	1 (6)	3 (5)	6 (5)	17 (22)
Course failure in ELA or Math	45 (33)	36 (48)	44 (49)	67 (55)	58 (35)	29 (57)	279 (277)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	36 (50)	39 (24)	29 (53)	104 (127)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	65%	56%	9%	57%	8%
	2017	62%	54%	8%	58%	4%
Same Grade Comparison		3%				
Cohort Comparison						
04	2018	63%	58%	5%	56%	7%
	2017	76%	57%	19%	56%	20%
Same Grade Comparison		-13%				
Cohort Comparison		1%				
05	2018	76%	59%	17%	55%	21%
	2017	63%	52%	11%	53%	10%
Same Grade Comparison		13%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	80%	63%	17%	62%	18%
	2017	70%	62%	8%	62%	8%
Same Grade Comparison		10%				
Cohort Comparison						
04	2018	70%	63%	7%	62%	8%
	2017	79%	64%	15%	64%	15%
Same Grade Comparison		-9%				
Cohort Comparison		0%				
05	2018	77%	66%	11%	61%	16%
	2017	64%	61%	3%	57%	7%
Same Grade Comparison		13%				
Cohort Comparison		-2%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	69%	56%	13%	55%	14%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	27	40	38	41	46	39	26				
ELL	36	51	36	43	51	43	20				
ASN	89	88		95	88						
BLK	51	48	35	60	57	41	42				
HSP	75	71	60	83	65		78				
MUL	81	71		86	79						
WHT	85	61		93	73	67	85				
FRL	54	51	39	65	60	42	51				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	26	44	40	35	53	50	5				
ELL	27	52	50	46	59	48	7				
ASN	94	83		94	75						
BLK	40	53	51	51	54	48	24				
HSP	76	70		83	76		76				
MUL	77	85		77	77						
WHT	89	71		92	76		88				
FRL	49	57	53	57	59	49	35				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	To ensure progress towards student achievement within ELA and Math in alignment with the District Strategic Plan to support the expectations of LTO #2; Ensure High School Readiness
Rationale	<p>The Lowest 25% learning gains in ELA took the greatest decline from 2017-2018 with a 10% decrease from the prior year.</p> <p>Our school currently demonstrates a 70% proficiency. If we were to increase by 3% per year we will surpass the District Strategic Plan to increase reading on grade level to 75% and ensure 75% high school readiness by 2021.</p>
Intended Outcome	<p>Improve ELA Proficiency by 3% to be on target for meeting the LTO of Statagic Plan by 2021</p> <p>Improve Math Proficiency by 2% to be on target for meeting the LTO of Statagic Plan by 2021</p> <p>Improve ELA learning gains by 8% based on the FY19 FSA</p> <p>Improve Math learning gains by 2% based on the FY19 FSA</p> <p>Improve the Lowest 25% learning gains in ELA by 17% based on the FY19 FSA</p> <p>Improve the Lowest 25% learning gains in Math by 6% based on the FY19 FSA</p> <p>Improve the number of students scoring a 6 and above by 10% in Writing</p>
Point Person	Gerald Riopelle (gerald.riopelle@palmbeachschools.org)
Action Step	
Description	<p>In following the school districts Pillars of Effective Instructions, students are immersed in complex and rigorous task encompassing the full intent of the Florida State Standards and content required by the Florida State Statue 1003.42 continuing to develop a single school culture and appropriate areas of multicultural diversity with the focus on Reading, Writing and Math in all subject areas.</p> <ol style="list-style-type: none"> 1. Teachers will work in PLCs alongside administration to identify students in ELA that are in Low 25% for each grade level, analyze relevant data such as RRR and i-Ready diagnostics to create needs based iii groups for ELL and for SWD students. (Jerry Riopelle & Jeannie Pierre-Louis) 2. Teachers will seek professional development/training in grades 3-5 in LLI to service more students during iii so that groups are more effective. Administration will purchase 2 additional red and 1 blue LLI intervention Kits so that teachers can have them readily available for effective groups. (Jerry Riopelle & Jeannie Pierre-Louis) 3. There will be a staff member trained in LLI in the afterschool program to provide daily intensive instruction to a targeted group of students. (Jeannie Pierre-Louis) 4. Tutorial services will be provided in the Winter and Spring semester through utilizing funds from the K12 grant and SAC. (Jeannie Pierre-Louis) 5. Fine Arts teachers will work with strategy groups during their open slots. (Michelle Saunders) 6. Teachers will utilize strategies shared at "Accommodation and Modification" professional development with ELL and SWD students more actively while teaching and planning. (Jerry Riopelle & Jeannie Pierre-Louis) 7. Math teachers will provide intensive math instructions during iii time for students in the L25% in Math. (Grade Level Chairs) 8. Students will use Top Score writing in grades 4-5 to build informative/explanatory, opinion/argumentative and narrative skills through blended learning resource. (Jerry Riopelle & Jeannie Pierre-Louis)

9. Students will keep journals or notebooks in which they write to explain, analyze and reflect using question stems. (Classroom Teachers)
10. Students will use accountable talk to explain their thinking. (Classroom Teachers)
11. Students will work in cooperative groups share ideas, interact and encourage each other. (Classroom Teachers)
12. Students will utilize Khan Academy and other district approved programs during small group math rotations and open lab. (Jerry Riopelle & Jeannie Pierre-Louis)

Instruction will also be infused as applicable to appropriate grade levels including but not limited to:

- (a) History of the Holocaust
- (b) History of African and African Americans
- (c) Women;s Contribution
- (d) Sacrifices of Veterans, and the value of Medal of Honor recipients

- Guidance will provide school-wide programs that cover character development, patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance and cooperation.

- Health Education
- Flag Education
- Declaration of Independence
- Florida History
- Constitution of the United States and the Bill of Rights
- Civil Government
- Kindness to Animals
- Free enterprise
- History of the US
- Principles of Agriculture
- Conservation of natural resources
- Alcohol and Narcotics Awareness/ Prevention

Person Responsible Jeannie Placil (jeannie.placil@palmbeachschools.cor)

Plan to Monitor Effectiveness

Description

1. LLI logs will be monitored by the literacy team (SAI teacher, AP, media specialist and 3 teachers). Frequent level assessments will be done to track growth and progress. Attendance rosters will be monitored to ensure frequency is met. L25 EDW report has been created to track students progress in the FSQs, iReady data and USAs. AP will monitor bi weekly to identify change in levels.
2. Administration will have weekly scheduled walkthroughs during iii and writing block. Then provide immediate constructive feedback.
3. AP, Principal and iReady POC will review weekly/monthly data and discuss trends.
4. Principal will share findings after each instructional round immediately.
5. Data driven discussion by administration will take place at the start of each PLC to review trends and patterns in USAs, FSQs. Teachers will adjust instruction as needed.
6. Team leaders will review data from PBPA monthly.
7. SAI teacher will track teachers frequency in recording RRR levels and spot significant patterns in levels dropping.

Person Responsible Jeannie Placil (jeannie.placil@palmbeachschools.cor)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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.

PFEP Link

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

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.

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

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.

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

Enrichment math program is utilized to accelerate students in the area of math with the AMP Math Program.

Part V: Budget	
Total:	\$4,650.00