Banyan Creek Elementary School

2019-20 Schoolwide Improvement Plan

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Banyan Creek Elementary School

4243 SABAL LAKES RD, Delray Beach, FL 33445

https://bces.palmbeachschools.org

Demographics

Principal: Gerald Riopelle

Start Date for this Principal: 6/25/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	86%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (68%) 2017-18: A (62%) 2016-17: A (63%) 2015-16: B (59%) 2014-15: A (70%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	A	A	A	B

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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	Job Duties and Responsibilities
Riopelle, Gerald	Principal	The instructional leader in charge of executing and monitoring personnel, resources, and strategies to ensure all students have equitable and equal access to effective standards-based instruction.
Cole, Allyne	Teacher, K-12	Team Leader in charge of supporting 1st Grade gifted with standards based instruction, leading PLC's and PLC-P's and supporting school wide initiatives.
Butterfield, Michael	Teacher, K-12	Team Leader in charge of supporting 4th Grade with standards based instruction, leading PLC's and PLC-P's and supporting school wide initiatives.
Stewart, Cynthia	Teacher, K-12	Team Leader in charge of supporting 4th Grade gifted with standards based instruction, leading PLC's and PLC-P's and supporting school wide initiatives.
Mason, Kelly	Teacher, K-12	Team Leader in charge of supporting kindergarten gifted with standards based instruction, leading PLC's and PLC-P's and supporting school wide initiatives.
Saunders, Michelle	Teacher, K-12	Team Leader in charge of supporting reading curriculum as the SAI teacher with standards based instruction, leading PLC's and PLC-P's and supporting school wide initiatives.
Patel, Mitali	Teacher, K-12	Team Leader in charge of supporting kindergarten with standards based instruction, leading PLC's and PLC-P's and supporting school wide initiatives.
Aucello, Lennie	Teacher, K-12	Team Leader in charge of supporting 3rd Grade gifted with standards based instruction, leading PLC's and PLC-P's and supporting school wide initiatives.
Handin, Aimee	School Counselor	Providing support to students in relation to social and emotional support, part of the school leadership team and supporting school wide initiatives.
Placil, Jeannie	Assistant Principal	Supporting the principal in executing and monitoring personnel, resources, and strategies to ensure all students have equitable and equal access to effective standards-based instruction.
Burger, Elizabeth	Administrative Support	Supporting the principal in executing and monitoring ESE services, resources, and strategies to ensure all ESE students have equitable and equal access to effective standards-based instruction while meeting the needs of the individual students.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	133	146	149	127	157	148	0	0	0	0	0	0	0	860
Attendance below 90 percent	20	25	11	14	15	18	0	0	0	0	0	0	0	103
One or more suspensions	1	2	9	5	8	7	0	0	0	0	0	0	0	32
Course failure in ELA or Math	38	68	50	52	38	37	0	0	0	0	0	0	0	283
Level 1 on statewide assessment	0	0	0	27	17	41	0	0	0	0	0	0	0	85

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	9	16	13	32	20	32	0	0	0	0	0	0	0	122

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	2	0	0	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

45

Date this data was collected or last updated

Wednesday 9/18/2019

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	16	4	4	36	39	29	0	0	0	0	0	0	0	128

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	16	4	4	36	39	29	0	0	0	0	0	0	0	128

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	71%	58%	57%	69%	53%	55%
ELA Learning Gains	73%	63%	58%	66%	59%	57%
ELA Lowest 25th Percentile	56%	56%	53%	53%	55%	52%
Math Achievement	78%	68%	63%	75%	62%	61%
Math Learning Gains	74%	68%	62%	68%	62%	61%
Math Lowest 25th Percentile	68%	59%	51%	49%	53%	51%
Science Achievement	53%	51%	53%	63%	51%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	133 (0)	146 (0)	149 (0)	127 (0)	157 (0)	148 (0)	860 (0)
Attendance below 90 percent	20 (25)	25 (15)	11 (11)	14 (16)	15 (21)	18 (14)	103 (102)
One or more suspensions	1 (0)	2 (3)	9 (4)	5 (1)	8 (3)	7 (6)	32 (17)
Course failure in ELA or Math	38 (45)	68 (36)	50 (44)	52 (67)	38 (58)	37 (29)	283 (279)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	27 (36)	17 (39)	41 (29)	85 (104)

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	59%	54%	5%	58%	1%
	2018	65%	56%	9%	57%	8%
Same Grade Comparison		-6%				
Cohort Comparison						
04	2019	82%	62%	20%	58%	24%
	2018	63%	58%	5%	56%	7%
Same Grade Comparison		19%				
Cohort Comparison		17%				
05	2019	66%	59%	7%	56%	10%
	2018	76%	59%	17%	55%	21%
Same Grade Comparison		-10%				
Cohort Comparison		3%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	75%	65%	10%	62%	13%
	2018	80%	63%	17%	62%	18%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2019	83%	67%	16%	64%	19%
	2018	70%	63%	7%	62%	8%
Same Grade Comparison		13%				
Cohort Comparison		3%				
05	2019	70%	65%	5%	60%	10%
	2018	77%	66%	11%	61%	16%
Same Grade Comparison		-7%				
Cohort Comparison		0%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2019	52%	51%	1%	53%	-1%
	2018	69%	56%	13%	55%	14%
Same Grade Comparison		-17%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	38	61	52	46	66	64	14				
ELL	52	62	61	59	71	68	32				
ASN	95	82		100	82						
BLK	52	66	52	63	67	69	34				
HSP	77	79		83	75		56				
MUL	84	62		95	77						
WHT	85	79	60	89	81	65	75				
FRL	57	67	53	67	70	64	41				

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				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	68
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	73
Total Points Earned for the Federal Index	546
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	52
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	60
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	90
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	59
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	77
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	80
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	76
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	61
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Our science data shows a current (53%) 17 point decrease from FY18 (70%). Possible contributing factors could be the roll out of new science adoption Stemscopes, staff buy-in, and lack of confidence using the technological components related to the curriculum.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Science 5th Grade FSA was the greatest decline overall. Possible contributing factors could be the roll out of new science adoption Stemscopes, staff buy- in, and ease of using the technological components related to the curriculum.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Banyan Creek saw a 6 point decline in 3rd Grade ELA proficiency from FY18 (65%) FY19 (59%). Our current 3rd grade ELA results have a gap of 1 point compared to the state.

Which data component showed the most improvement? What new actions did your school take in this area?

Our highest gain was the lowest 25% math calculation in which 68% were proficient compared to state at 51% and district 59%. Using the pillars of effective instruction: High expectations, standards based instruction, blended learning, and positive school climate math gains were able to improve.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Students with less than 90% of attendance was the same for both FY19 and FY20 at a total of 103. Both years show an increase from 2017 (97) and 2016 (82). Students with 2 or more early warning indicators is 122.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Improve learning gains on the science proficiency FY20 FSA: FY19 53% FY18 70% -17 point change
2. Improve learning gains to Increase ELA proficiency 3rd Grade: FY18 (65%) and FY19 (59%) showing -6 point change.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Improve 5th grade Science proficiency rating by 17 points to ensure student achievement with the District Strategic Plan to support LTO #2; Ensure high school readiness.
Rationale	Our school currently demonstrates 53% proficiency on the 5th grade science FSA down 17 points from FY19. While this score is consistent with the state (53%) and higher than the district at (51%), the root cause of a significant drop in points should be investigated.

State the measurable outcome the school plans to achieve	Our measurable goal for FY20 will be to have a 17 point increase in Science proficiency on the FSA.
Person responsible for monitoring outcome	Gerald Riopelle (gerald.riopelle@palmbeachschools.org)
Evidence-based Strategy	1)Ensure 3rd, 4th, and 5th grade teachers align standards to science instruction utilizing Stem Scopes to ensure students entering intermediate grades have the foundation needed to be successful on the FSA. 2)Collaborative planning and PLC's will focus on standards based planning, analyze standards and test item specifications during planning process and utilizing diagnostic data and FSQ data to identify areas of strength and weaknesses. 3)Science bootcamp tutorial program
Rationale for Evidence-based Strategy	1) Standards-Based teaching /learning and using the science of continuous improvement will ensure accountability thus holding teachers, staff, and administration responsible for analyzing, planning, monitoring, and reflecting. 2) PLC are a researched based strategy connected to improved instructional practices. 3) Tutorials will provide the extra differentiated instruction need to enrich and remediate

Action Step	
Description	1.) Teachers will unpack science standards during common planning and PLC-Admin will monitor through PLC's and lesson plans. 2.) Administration and teachers will disaggregate FSA & Science diagnostic results to determine areas of weakness / standards mastery- Administration and teachers will monitor data 3.) Teachers will utilize formative assessment data to drive instruction through science notebooks, journals, and exit tickets.- Administration will through classroom observations 3.) Fine arts and science lab teachers can integrate K-5 science enrichment aligning science to big ideas across grade levels-work off scope and sequence to provide hands- on activities that align to standards. Administration will monitor through classroom observations 4.) Professional Development on Stemscopes- successful teachers share best practices- what works for them on new curriculum. Administration will monitor by attending professional development and follow up during classroom observations 5.) Science bootcamp (tutorial program) - Assistant principal and SAI Teacher will organize student lists and monitor tutorial program 6.) Science STEM Night- South Florida Science Museum

Person Responsible   Gerald Riopelle (gerald.riopelle@palmbeachschools.org)

#2	
Title	Improve 3rd Grade ELA Proficiency rating by 8% to ensure student achievement with the District Strategic Plan to support LTO #2; Ensure High School readiness.
Rationale	Our school currently had a decline in 3rd grade level ELA proficiency on the FY19 FSA. FY18 proficiency was 65% while FY19 was 59%. This is a -6% point decrease. Taking into account the long term district objectives of reading on grade level by 3rd grade and high school readiness, 3rd grade had the smallest school-to-state comparison margin at 1%.

State the measurable outcome the school plans to achieve	Our measurable goals for ELA Reading proficiency is 8%. We would like to see an increase from 59% to 67%. Our goal would be to at least match 2018 at 65% and surpass this by another 2 points.
Person responsible for monitoring outcome	Gerald Riopelle (gerald.riopelle@palmbeachschools.org)
Evidence-based Strategy	1.) MTSS framework and progress monitoring for students to be remediated and enriched through differentiated and blended learning opportunities (iready/small group). 2.) ELA teachers will engage in standards-based instruction while utilizing a continuous improvement model. 3.) Teachers will work in PLCs along with administration to identify students who need standards mastery by analyzing/ disaggregating the data and making decisions to guide iii/small groups. 4.) A combination of vertical and horizontal communication will ensure that K-2 supporting 3rd grade is following the Pillars of Effective instruction. Questions such as (1) What do students need to know and understand? (2) How do we teach effectively to ensure all students are learning? (3) How do we know students are learning? (4) What will we do when students are not learning? (5) Teachers will analyze standards and Test Item Specifications during the planning process.
Rationale for Evidence-based Strategy	Blended learning opportunities will allow for each students needs to be met Standards-Based Teaching combined with a continuous improvement model ensures accountability by all stakeholders. The practice of aligning learning to standards also helps ensure a higher level of learning is attained and guides the teachers in the process of driving instruction.

Action Step	
Description	1. The school will identify students and teachers needing additional support and collaborate to create instructional groups analyzing data from diagnostics, iready, and RRR. 2. Staff trained in LLI interventions will be utilized in tutorial, aftercare, and strategy groups. 3. Tutorial groups will be provided in the winter and spring using SIP funds. 4. Fine arts teachers will work with the strategy groups as needed. 5. Teachers will use strategies from professional development to include culturally responsive pedagogy when instructing students with disabilities and English Language Learners. 6.) School leadership will monitor lesson plans, data analysis, and instruction through observations and walk throughs.

7.) Students will use accountable talk and utilize journals and performance tasks to explain reasoning and think critically.

8.) Students will work in cooperative groups to share ideas, interact, and encourage each other.

9.) LLI and small group logs will be monitored by the literacy team (SAI teacher, AP, media specialist, and other resources as needed)

10.) Social, emotional,and academic (SEL) of all students will be supported and improved.

Person Responsible   Gerald Riopelle (gerald.riopelle@palmbeachschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

In alignment with the District's Strategic Plan and with the goal to increase academic instruction of all students, Students are immersed in cognitively complex tasks that encompass the full intent of Florida State Standards. This also includes content required by Florida State Statue 1003.42 (2) and Policy 2.09 (8) (b)which strives to develop a Single School Culture of excellence in Academics, Behavior, and Climate along with an appreciation of multicultural diversity in alignment to SB Policy 2.09 with a focus on:
History of the Holocaust
History of African Americans
Study of the contributions of Hispanics and Women in the US
Sacrifices of veterans who serve our country.

Within our school, teachers will articulate, demonstrate, and teach the specific practices that reflect application of the school's SwPBS guidelines of Positive behavior, Achiever's Attitude, Willingness to Learn, and Safe Choices. 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.

This coming school year the implementation of the HERO program will be used by teachers, staff, and administration to positively reward students according to the schools behavior matrix. Categories on the behavior matrix include positive behavior, achiever attitude, willingness to learn, and safe choices, 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.

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 Schoolwide Improvement Plan 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.

Banyan will have mulptiple parent functions to improve parent and community participation. Such as: SAC Meetings, PTA Meetings, Dad's Take Your Child to School Day's, Mom's and Muffins Days, Walk Your Child to School Day (Oct. 2nd). ELL / PLC Parent Meeting, etc.

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 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. This coming school year the implementation of the HERO program will be used by teachers, staff, and administration to positively reward students according to the behavior matrix. Categories on the behavior matrix include positive behavior, achiever attitude, willingness to learn, and safe choices, 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. The school also infuses curriculum according to policy 2.09 history of the Holocaust, African American education, Hispanic contributions, womens studies, and sacrifices of veterans.

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

Leadership team provides input regarding programs and support for the coming year which are reflected in the School Improvement Plan. Team members meet with administration and input is obtained from the School Advisory Committee.

Supplemental Academic Instruction (SAI)- A teaching position which helps meet the needs of our lowest 25% in grades 3, 4, and 5.

Nutrition Program- Our school is a location for a summer meal program for our community. Students receive a free breakfast.

Early intervention: to increase reading on grade level by third grade and student readiness into kindergarten, Banyan Creek offers a Voluntary Prekindergarten (VPK) program supplemented with enrichment hours. This program is supported by the Dept. of Early Childhood Education and follows guidelines in the Florida VPK Statewide Provider Agreement, including a developmentally appropriate curriculum that enhances age-appropriate progress for the performance standards adopted by the Florida DOE. Participating children transition to kindergarten ready to learn and be successful in school.

Kindergarten Round-up, parents receive information about our Kindergarten program. VPK and an ESE-PK programs help enhance students skills for Kindergarten. In Kindergarten, iReady Diagnostic, helps remediate instruction based on student needs. Transition meetings allow students to be placed appropriately for ESE services based on their IEP.

City of Delray Beach provided a $2500 grant to provide literacy bags to each incoming kindergarten student.

Parents receive the following Kindergarten readiness information to assist with the transition of school-based and community children into Banyan Creek:

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.

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

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

N/A

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Improve 5th grade Science proficiency rating by 17 points to ensure student achievement with the District Strategic Plan to support LTO #2; Ensure high school readiness.				$0.00
2	III.A.	Areas of Focus: Improve 3rd Grade ELA Proficiency rating by 8% to ensure student achievement with the District Strategic Plan to support LTO #2; Ensure High School readiness.				$3,583.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5000	100-Salaries	1891 - Banyan Creek Elementary School	School Improvement Funds	961.0	$3,583.00
			Notes: Budget items will be used for tutorial for grades 3 -5 for Science and ELA.			
					Total:	$3,583.00