

Broward County Public Schools

# Banyan Elementary School



## 2019-20 Schoolwide Improvement Plan

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# Banyan Elementary School

8800 NW 50TH ST, Sunrise, FL 33351

[ no web address on file ]

## Demographics

Principal: Nicole Neunie

Start Date for this Principal: 8/22/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: B (59%) 2017-18: C (49%) 2016-17: C (53%) 2015-16: C (50%) 2014-15: C (42%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I

\* 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 Broward 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](http://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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## Banyan Elementary School

8800 NW 50TH ST, Sunrise, FL 33351

[ no web address on file ]

### 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	Yes	81%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	93%

### School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	C	C	C

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<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.**

The mission of Banyan Elementary is to provide our students with a quality education within a safe and secure learning environment.

**Provide the school's vision statement.**

Our vision is to create a Pre K- 5 school that is highly regarded for its academic excellence and positive contributions to the community in which it operates.

### 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
Miller, Eric	Principal	Dr. Miller serves as the instructional leader, manages school operations, maintains safety, and creates an environment whereby students can learn and reach their highest potential.
King-Roberts, Carol	Assistant Principal	Assist the principal with instructional leadership, managing school operations, maintaining safety, and creating an environment whereby students can learn and reach their highest potential.
Parker, La'Crista	Instructional Coach	<p>The Literacy Coach is responsible for the following at the school:</p> <ul style="list-style-type: none"> <li>• Whole faculty development in school – presenting best practices and instructional strategies for reading</li> <li>• Small group professional development – conducting book reviews and review of research on improving students' reading skills</li> <li>• Planning needs-based instruction with teachers</li> <li>• Modeling lessons while teachers observe</li> <li>• Coaching – looking at student work, scoring protocols and reflecting on post-observation</li> <li>• Data reporting and analysis</li> <li>• Reviewing reading curriculum</li> <li>• Observing teachers and providing constructive feedback</li> <li>• Developing reading action plans with teachers and administration</li> </ul>
Kellingbeck, Farrah	Administrative Support	<p>The ESE Specialist is responsible for the following at the school:</p> <ul style="list-style-type: none"> <li>• Maintains IEPs, Quarterly Reports, Progress Monitoring for caseload</li> <li>• Prepares for and conducts Parent and student conferencing according to school policy</li> <li>• Assists regular education teachers with specially designed instruction when necessary</li> <li>• Assists with planning for classroom and testing accommodations for students with disabilities</li> <li>• Models strategies for inclusionary practices as appropriate</li> <li>• Provides assistance with developing and adapting curriculum materials and educational practices to meet the needs of students and teachers</li> <li>• Develops and Implements IEPs with measurable goals using Progress Monitoring</li> <li>• Collects and Reports Progress Monitoring Data for all student goals</li> <li>• Makes data-driven instructional decisions to improve student outcomes</li> </ul>
Jackson, Veronica	Instructional Coach	<p>The Math Coach is responsible for the following at the school:</p> <ul style="list-style-type: none"> <li>• Whole faculty development in school – presenting best practices and instructional strategies for math</li> <li>• Small group professional development – conducting book reviews and review of research on improving students' math skills</li> <li>• Planning needs-based instruction with teachers</li> <li>• Modeling lessons while teachers observe</li> </ul>



Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> <li>• Coaching – looking at student work, scoring protocols and reflecting on post-observation</li> <li>• Data reporting and analysis</li> <li>• Reviewing math curriculum</li> <li>• Observing teachers and providing constructive feedback</li> <li>• Developing math action plans with teachers and administration</li> </ul>
Smith, Lashawn	School Counselor	<p>The Guidance Counselor is responsible for the following at the school:</p> <ul style="list-style-type: none"> <li>• Providing individual and group counseling for students to help with personal conflicts (e.g., low self-esteem, teacher-child conflicts, rejection, grief and loss, family conflicts that affect learning, separation and divorce problems, anger management, attention and learning deficit, etc.)</li> <li>• Confers with parents in order to help children change unwanted behaviors and attitudes</li> <li>• Provides parents with community resources when necessary</li> <li>• Empowers parents to become more involved in school and community affairs</li> <li>• Provides information and resources for classroom guidance activities</li> <li>• Confers with teachers and staff to plan jointly for the students' needs</li> <li>• Offers teachers interventions and strategies that enhance a child's ability to succeed in the learning environment</li> </ul>

## 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	84	94	86	110	89	122	0	0	0	0	0	0	0	585
Attendance below 90 percent	16	11	17	13	4	8	0	0	0	0	0	0	0	69
One or more suspensions	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	30	20	30	0	0	0	0	0	0	0	80

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	2	1	23	15	6	0	0	0	0	0	0	0	47

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	4	2	21	17	6	0	0	0	0	0	0	0	50
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)**

35

**Date this data was collected or last updated**

Wednesday 8/7/2019

### Prior Year - As Reported

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

Indicator	Grade Level													Total
Attendance below 90 percent														
One or more suspensions														
Course failure in ELA or Math														
Level 1 on statewide assessment														

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

Indicator	Grade Level													Total
Students with two or more indicators														

### 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	13	12	15	11	9	19	0	0	0	0	0	0	0	79
One or more suspensions	3	0	0	2	0	0	0	0	0	0	0	0	0	5
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	33	53	34	0	0	0	0	0	0	0	120

**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	2	1	0	14	4	9	0	0	0	0	0	0	0	30

## 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	53%	59%	57%	55%	55%	55%
ELA Learning Gains	60%	60%	58%	58%	58%	57%
ELA Lowest 25th Percentile	57%	54%	53%	46%	53%	52%
Math Achievement	63%	65%	63%	61%	61%	61%
Math Learning Gains	74%	66%	62%	60%	63%	61%
Math Lowest 25th Percentile	62%	53%	51%	54%	52%	51%
Science Achievement	41%	46%	53%	36%	45%	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	84 (0)	94 (0)	86 (0)	110 (0)	89 (0)	122 (0)	585 (0)
Attendance below 90 percent	16 ( )	11 ( )	17 ( )	13 ( )	4 ( )	8 ( )	69 (0)
One or more suspensions	0 ( )	0 (0)	0 (0)	1 (0)	0 (0)	0 (0)	1 (0)
Course failure in ELA or Math	0 ( )	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 ( )	0 (0)	0 (0)	30 (0)	20 (0)	30 (0)	80 (0)

### 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	53%	60%	-7%	58%	-5%
	2018	49%	59%	-10%	57%	-8%
Same Grade Comparison		4%				
Cohort Comparison						
04	2019	51%	62%	-11%	58%	-7%
	2018	49%	58%	-9%	56%	-7%
Same Grade Comparison		2%				
Cohort Comparison		2%				
05	2019	50%	59%	-9%	56%	-6%
	2018	50%	56%	-6%	55%	-5%
Same Grade Comparison		0%				
Cohort Comparison		1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	65%	65%	0%	62%	3%
	2018	50%	63%	-13%	62%	-12%
Same Grade Comparison		15%				
Cohort Comparison						
04	2019	61%	67%	-6%	64%	-3%
	2018	44%	63%	-19%	62%	-18%
Same Grade Comparison		17%				
Cohort Comparison		11%				
05	2019	59%	64%	-5%	60%	-1%
	2018	55%	62%	-7%	61%	-6%
Same Grade Comparison		4%				
Cohort Comparison		15%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	39%	49%	-10%	53%	-14%
	2018	47%	51%	-4%	55%	-8%
Same Grade Comparison		-8%				
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	24	37	37	41	65	53	15				
ELL	45	58	50	55	79	86	33				
BLK	51	56	56	64	73	56	42				
HSP	56	69		65	71		35				
WHT	57	54		48	85						
FRL	52	60	58	62	74	62	42				
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	19	32	24	19	22	13	27				
ELL	37	53	54	34	45	40	40				
BLK	49	50	50	51	50	29	43				
HSP	48	60	67	45	58	47	67				
WHT	57	50		53	52		60				
FRL	49	52	53	49	50	33	44				

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	12	38	38	12	47	46	7				
ELL	37	54	38	49	54	45	10				
BLK	52	54	42	60	58	54	30				
HSP	58	68		54	65		39				
WHT	66	57		69	68		56				
FRL	52	57	46	60	61	57	33				

### 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)	TS&I
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	61
Total Points Earned for the Federal Index	471
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	58
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
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	59
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	61
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	59
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.**

There was a decrease in the science data component of 9%. Trend data prior to 2019 showed inconsistent achievement in science. Changes in scheduling and presentation of content led to a decrease in proficiency. Subgroup data indicated that students with disabilities demonstrated increases in all data components except for science. This subgroup's performance levels for student with disabilities were substantially lower than all other subgroups.

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

The data component with the greatest decline overall was science. Changes in scheduling led to a decrease in proficiency. Subgroup data for students with disabilities indicated an increase in all data components, but a decrease in science achievement levels as well. Changes to scheduling and presentation of content led to decreases in science proficiency.

**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.**

The data component with the greatest gap compared to the state average was science with a differential of 12%. Factors contributing to this difference were changes in scheduling and presentation of content.

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

Data components with the greatest gains were Math Learning Gains +22%, and Math Lowest 25%ile Gains +25%. New actions included: additional professional development for teachers in math, review and alignment of materials to standards. Additional modeling and support was provided by the Math Coach. Professional Learning Committees included a focus on data, strategies, and progress monitoring of students for growth.

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

Potential areas of concern from the EWS data are: ELA achievement and Science achievement for students with disabilities. Both areas were significantly lower in comparison to the school's overall data for both content areas.

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

1. ELA Achievement, with an additional focus on students with disabilities
2. Science Achievement, with an additional focus on students with disabilities
3. Maintaining gains in Math
- 4.
- 5.

## Part III: Planning for Improvement

**Areas of Focus:**

#1

**Title** ELA achievement for Students with Disabilities (SWD)**Rationale** Students in the SWD subgroup proficiency and learning gains were substantially lower in comparison to other subgroups.**State the measurable outcome the school plans to achieve**

By June 2020 our SWD students proficiency in ELA will increase to 41% or higher. The goal for students with disabilities is to increase ELA proficiency by 20%, and ELA learning gains by 5%.

**Person responsible for monitoring outcome**

Carol King-Roberts (carol.king-roberts@browardschools.com)

**Evidence-based Strategy**

Evidence based strategies to use are questioning and summarizing through guided reading instruction and using programs such as Leveled Literacy Intervention, iReady and Super QAR (Question, Answer, Response).

**Rationale for Evidence-based Strategy**

The criteria used to make this determination were the 2019 FSA results. Summarizing teaches students how to discern the most important ideas in a text, how to ignore irrelevant information, and how to integrate the central ideas in a meaningful way. This will be accomplished through the use of iReady textbooks daily, iReady computer-based program daily, Leveled Literacy Interventions, Super QAR and Saturday Tutorial Programs. Teaching students to summarize improves their memory for what is read. Summarization strategies can be used in almost every content area including science. Asking questions helps readers monitor their comprehension and stay engaged and interested in their reading. Good readers are aware that questions help them focus on and understand what they read. Questions propel readers forward and help them understand what they read more deeply. Use of these strategies will increase student comprehension.

**Action Step****Description**

1. Provide professional development for teachers specifically for ELA.
2. Provide resources and materials to support ELA skills.
3. Progress monitoring students in the areas of reading and science through iReady and School City data tracking systems.
4. The Leadership team, along with teachers, will analyze data and strategically adjust materials, content and teaching strategies to meet the needs of students.
5. Administration and Literacy Coach will conduct weekly walk-throughs and provide constructive feedback.
6. Literacy Coach will meet with teachers to ensure rigor and complexity of standards are present.
7. Literacy Coach will model lessons in classrooms when needed.
8. Literacy Coach will facilitate Family Literacy Nights and other reading events (e.g., read-ins, Reading Across Broward Program, and school-wide reading competitions/projects) throughout the school year.

**Person Responsible**

Carol King-Roberts (carol.king-roberts@browardschools.com)



#2	
<b>Title</b>	ELA Achievement
<b>Rationale</b>	FSA ELA data indicated a moderate increase of three percent. Trend data shows inconsistencies with both increases and decreases in data points. ELA Learning Gains increased by eight percent. Trend data for learning gains also shows inconsistencies with both increases and decreases in data points.
<b>State the measurable outcome the school plans to achieve</b>	ELA Achievement is currently 53%, and will increase by three percentage points.
<b>Person responsible for monitoring outcome</b>	Carol King-Roberts (carol.king-roberts@browardschools.com)
<b>Evidence-based Strategy</b>	Universal Design for Learning (UDL) is a way of thinking about teaching and learning that helps give all students an equal opportunity to succeed. This approach offers flexibility in the way students access material, engage with it and show what they know. The type of professional learning that our teachers have had to ensure that all classroom instruction is accessible to the full range of learners using Universal Designs for Learning (UDL) for effective instructional design (planning) and delivery (teaching) have included the following: Equity Training, Canvas Professional Development (with an assigned Instructional Technology Facilitator), Recordex Professional Development, and Balanced Literacy Approach Professional Development (on site and off site). Our Professional Learning Communities (PLC's) are held bi-weekly and they are standards-based and data-driven. The teachers participate in Data Chats to disaggregate and plan instruction centered around the data results.
<b>Rationale for Evidence-based Strategy</b>	Universal Design for Learning (UDL) offers flexibility in the way students access material, engage with it and show what they know. UDL classrooms address the needs of all students by providing more flexibility and fewer barriers to learning. It breaks learning down into the three major parts that of representation, action and expression. This flexibility allows for various methods of engagement, and provides multiple means of accessing each part.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Provide professional development for teachers specifically for ELA.</li> <li>2. Provide resources and materials to support ELA skills.</li> <li>3. Progress monitoring students in the areas of reading and writing through iReady and School City data tracking systems.</li> <li>4. The Leadership team, along with teachers, will analyze data and strategically adjust materials, content and teaching strategies to meet the needs of students.</li> <li>5. Administration and Literacy Coach will conduct weekly walk-throughs and provide constructive feedback.</li> <li>6. Literacy Coach will meet with teachers to ensure rigor and complexity of standards are present.</li> <li>7. Literacy Coach will model lessons in classrooms when needed.</li> <li>8. Literacy Coach will facilitate Family Literacy Nights and other reading events (e.g., read-</li> </ol>

ins, Reading Across Broward Program, and school-wide reading competitions/projects) throughout the school year.

**Person Responsible** Carol King-Roberts (carol.king-roberts@browardschools.com)

### 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).**

## 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 Elementary will conduct an annual meeting designed to inform parents of participating children about the school's Title I program, the nature of the Title I program (school-wide or targeted assistance), adequate yearly progress, school choice, supplemental education services, and the rights of parents. Banyan Elementary will provide information about the Title I program in a timely manner using various methods of communication (newsletters, marquee, school website, meetings, flyers, Parent Link). In addition, District information that is distributed to parents is provided in three languages: English, Spanish and Haitian Creole. Banyan Elementary will also make every effort to schedule meetings at various times during the day or evening to accommodate parents. Banyan Elementary will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents and the community to improve student academic achievement. Banyan Elementary will offer other activities, such as parent resource centers, Parent University: Literacy Night, Technology and Testing Information Night, Doughnuts for Dads and more. The school will conduct these activities to encourage and support parents in more fully participating in the education of their children. All parent engagement activities will include engaging activities that offer opportunities to learn about student achievement and available resources.

### 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 works to ensure that the social-emotional needs of all our students are being met through counseling services, which are provided by the Guidance Counselor through whole class lessons and small group lessons. Teachers are provided with LEAPS lesson plans that can be used in whole class lessons, small group lessons or individual lessons. Banyan also provides Community Liaisons that significantly contributes to the mentoring of our boys and girls mentor groups titled Boys to Men and Lady Braves.

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

Banyan Elementary employs the following strategies to support incoming and outgoing cohorts of students in transition from one school level to another by informing parents of readiness skills during Kindergarten Round-Up, by allowing classroom visitations for transitioning students and their parents, by conducting Middle School Matriculation, and Middle School Orientation field trip.

**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.**

School leadership identifies and aligns available resources to meet the needs of students, by first analyzing the available data to identify areas of focus. Once the area of focus is identified, a plan is developed that will include personnel, professional development, and materials needed to achieve desired outcomes. The methodology for coordinating and supplementing needed services and programs involves our leadership team members planning and providing feedback regarding the needed services and programs. An administrator is responsible for coordinating the monthly meetings to address resources needed, as well as problem solve the best way to utilize the available resources.

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

Banyan Elementary uses different strategies to advance college and career awareness by conducting a school Career Day, which allows students to transition into classrooms that showcase different careers displayed by volunteer parents. Banyan Elementary also allows mentoring groups to participate in field trips to mentor's job site for exposure to different careers.

## Part V: Budget

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

1	III.A.	Areas of Focus: ELA achievement for Students with Disabilities (SWD)				\$26,126.74
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			2001 - Banyan Elementary School	Title, I Part A		\$11,520.00
			<i>Notes: Funds used to pay for iReady site licenses for the use of an online reading enrichment, remediation and progress monitoring program that aligns to the Florida State Standards.</i>			
			2001 - Banyan Elementary School	Title, I Part A		\$905.00
			<i>Notes: Funds used to pay for teachers' salaries to facilitate Literacy Training Nights for Parents throughout the school year. Parents will learn about online reading programs, effective teaching strategies, available reading materials to check-out from the school, how to assist their child with homework, and available tutorial programs that focus on reading.</i>			
			2001 - Banyan Elementary School	Title, I Part A		\$10,400.00
			<i>Notes: Funds will be used to pay for teachers' salaries for tutoring students in Grades 3-5 on Saturdays at the school.</i>			

			2001 - Banyan Elementary School	General Fund		\$3,301.74
			<i>Notes: Funds used to pay for IReady Literacy instructional materials. These literacy books focus on exposing students to rigorous stories that have questions that align to the Florida State Standards and provide teaching strategies for student mastery, remediation and enrichment</i>			
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: ELA Achievement</b>				<b>\$4,644.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			2001 - Banyan Elementary School	General Fund		\$4,644.00
			<i>Notes: Funds used to pay for iReady site licenses for the use of an online reading enrichment, remediation and progress monitoring program that aligns to the Florida State Standards.</i>			
					<b>Total:</b>	<b>\$30,770.74</b>