2013-2014 SCHOOL IMPROVEMENT PLAN

Banyan Creek Elementary School

4243 SABAL LAKES RD

Delray Beach, FL 33445

561-894-7100

www.edline.net/pages/banyan_creek_elementary_school

School Demographics

School Type Elementary School	**Title I** Yes	**Free and Reduced Lunch Rate** 49%
Alternative/ESE Center No	**Charter School** No	**Minority Rate** 55%

School Grades History

2013-14	**2012-13**	**2011-12**	**2010-11**	**2009-10**
A	B	A	B	B

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Banyan Creek Elementary School

Principal
William Fay, Jr J

School Advisory Council chair
Alissa Maizes

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Alison L'Etoile	AP
Allyne Cole	Kindergarten Teacher
Patricia Tozzi	First Grade Teacher
Michelle Saunders	Second Grade Teacher
Michael Butterfield	Third Grade Teacher
Elizabeth Burger	Fourth Grade Teacher
Sherry Suhandron	Fifth Grade Teacher
Jennifer Colasanti	SAI Teacher
Susan Figueroa	ESE Coordinator

District-Level Information

District
Palm Beach

Superintendent
Mr. E. Wayne Gent

Date of school board approval of SIP
11/19/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

82% of the School Advisory Council membership will be composed of parents and business/community members. 18% of the Council membership will be composed of teachers and educational support staff. The membership shall be representative of the ethnic, racial, and economic communities served by this school. The Council will have a Chairperson and Secretary.

Involvement of the SAC in the development of the SIP

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

Activities of the SAC for the upcoming school year

The School Advisory Council will be involved in school based decisions to include the implementation of the School Improvement Plan.

Projected use of school improvement funds, including the amount allocated to each project

If Banyan Creek receives an allocation, The SAC funds will be used to purchase items requested by teachers and staff to enhance core subjects.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators
2

receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

William Fay, Jr J

Principal	Years as Administrator: 42	Years at Current School: 19

Credentials	B.S.- History M.Ed.- School Administration, Educational Leadership
Performance Record	2012-2013 Grade B, Reading 75%, Math 66%, Writing 68%, Science 68%, Learning Gains- Reading 69% Math 62 % Lowest 25% Learning Gains- Reading 64% Math 43%

Alison P. L'Etoile		
Asst Principal	Years as Administrator: 1	Years at Current School: 14

Credentials	B.A.- Elementary Education M.Ed.- Educational Leadership
Performance Record	2012-2013 Grade B, Reading 75%, Math 66%, Writing 68%, Science 68%, Learning Gains- Reading 69% Math 62 % Lowest 25% Learning Gains- Reading 64% Math 43%

Classroom Teachers

# of classroom teachers
73

 # receiving effective rating or higher
57, 78%

 # Highly Qualified Teachers
85%

 # certified in-field
62, 85%

 # ESOL endorsed
45, 62%

 # reading endorsed
5, 7%

 # with advanced degrees
23, 32%

 # National Board Certified
4, 5%

 # first-year teachers
3, 4%

 # with 1-5 years of experience
18, 25%

 # with 6-14 years of experience
21, 29%

 # with 15 or more years of experience
31, 42%

Education Paraprofessionals

# of paraprofessionals
20

 # Highly Qualified
0, 0%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
0

 # receiving effective rating or higher
(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

1. Partner new teachers with veteran staff- Assistant Principal, SAI Teacher
2. College campus job fairs and e-recruiting at Universities- Principal
3. Soliciting referrals from current employees and community members- Administration
4. Inform teachers of financial benefits of advanced degrees and supplements- Principal's Secretary

Teacher Mentoring Program/Plan
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

We follow the School District's New Teacher Program by assigning a mentor to each Mentee. The Educator Support Program (ESP) is designed to elicit evidence that a beginning teacher has demonstrated teaching competence that promotes student learning. The ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth. This school year, we are currently mentoring 7 new teachers.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)
This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The RtI/SBT Leadership team met with administration and SAC representatives to review the strength and/or problems related to the process during the 2012-2013 school year. The team provided input regarding programs and support for the coming year which are reflected in the School Improvement Plan. Team members met on an ongoing basis with administration and go directly to the School Advisory Committee with recommendations for materials and programs

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The administration provides the common vision for the use of data- based decision-making and ensure that the team implement the RtI process with fidelity to the district plan. They assure adequate professional development is provided to staff and that communication of the RtI process is provided to

parents. SBT/RtI chairperson and the assistant principal will provide leadership in the process, work closely with staff to implement Tier 1 and Tier 2 interventions and develop models to implement Tier 3 interventions. The RtI chairperson will provide training to staff and provide guidance in the successful application of research-based instructional support.

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

The ESE Coordinator works with team members to develop appropriate interventions for students referred to the RtI/School Based Team and maintains the process for special education evaluations when RtI is not sufficient to meet the student's needs.

The guidance counselor provides 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 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 assist in student data collection and collaborate with general education teachers to develop and/or provide Tier 2 and Tier 3 interventions.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The RtI/SBT meets weekly to review universal screening data, diagnostic data and progress monitoring data. In addition, the RtI/SBT meets with teachers who have referred students to the team. The team uses the Problem Solving Model (problem identification, analysis, intervention design/development and evaluation) to conduct meetings. The team identifies a student's specific areas of weakness and appropriate research-based interventions to address these deficiencies. Appropriate resources are provided and the fidelity of the intervention(s) are monitored. Each case will be assigned a case liaison to support the interventionist (i.e. teacher, guidance counselor) and report back on the progress. When interventions are successful, students are dismissed from the process. If the interventions are not successful, students can be referred for further evaluations. The RtI chairperson conducts all meetings where members can be assigned as a case liaison as appropriate. The RtI chairperson works closely with he Literacy Leadership Team and is invited to all meetings to develop a close working relationship. The assistant principal is also a member of both LLT and RtI/SBT which further supports communication.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline data is obtained from varied sources including, but not limited to FCAT results, curriculum based measures, Palm Beach County Diagnostic tests in reading, math and science, Palm Beach Writes, K-4 Literacy Assessment System, CELLA, SRI tests, discipline referrals, school based tracking forms, attendance reports and retention information.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Overview training and any new changes to the process will be provided by the RtI chairperson and/or psychologist at staff meetings at the beginning of the school year since the vast majority of the staff has

previously been trained. Grade and content specific trainings will be conducted at grade level and/or content specific meetings. New staff is provided from outside resources, including County and State leaders, information will be provided to staff and implemented by the team.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year:

With the support of the K-12 Grant, we will provide after school math tutoring to students in the upper grades who have been identified as performing below grade level. Math tutors will differentiate instruction/math centers based on individual student needs.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

Data is collected from the Fall Diagnostic Math test. The teachers complete an item analysis to determine what areas/benchmarks need improvement on. After the program is completed, we will administer the same test as a post test.

Who is responsible for monitoring implementation of this strategy?

Teachers are tutoring after school

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Jennifer Colasanti	SAI Teacher
Susan Figueroa	ESE Coordinador
Michelle Saunders	2nd Grade Teacher
Allyne Cole	KindergartenTeacher
Patricia Tozzi	1st Grade Teacher
Michael Butterfield	3rd Grade Teacher
Alison L'Etoile	Assistant Principal
Sherry Suhandron	5th grade Teacher of Gifted
Elizabeth Burger	4th Grade Teacher

Name	Title
Donna Venski	ESE Teacher
Karen Wolf	ELL Teacher

How the school-based LLT functions

The Literacy Learning team will meet monthly or more depending on need. They will be responsible to review assessment data, diagnostic information and progress monitoring data; visit classrooms and model lessons, when requested. They will be the conduit for direct teacher input regarding the progress of students, effectiveness of programs and the classroom needs that will lead to success for all students. The team will make recommendations for support materials, instructional support within the classrooms and assist teachers in interpretation and utilization of data. They will also provide suggestions and support for those teachers who are working with students who score in the lowest 25% and will assist the teachers in monitoring the progress of these students.
Mrs. Colasanti will chair the Team, develop agendas and keep staff informed of crucial information through email or staff/grade level meetings. The team will follow a problem solving model to address issues that are negatively impacting student progress.

Major initiatives of the LLT

Major initiatives will be 1). supervise the full implementation of the Balanced Literacy Roll Out in grades K-5 and to provide support to new staff. 2). Maintain compliance with the K-4 Literacy Assessment System (LAS) and to send teachers to level 1 or 2 training with the area office. 3). Targeting our lowest 25% of reading and math students to monitor and ensure that appropriate support and services are being provided to those students.

Preschool Transition
This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Each May, Banyan Creek holds a Kindergarten Round-up, where parents receive information about our Kindergarten program. We currently have VPK and ESE-PK programs on our campus to enhance students skills to ready them for Kindergarten. Teachers provide parents with Kindergarten readiness information during our summer screening. We utilize a variety of assessments to make certain students are ready for Kindergarten. Once in Kindergarten, we remediate based on the needs of each student.

Expected Improvements

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	76%	75%	No	78%
American Indian				
Asian	97%	95%	Yes	97%
Black/African American	59%	49%	No	63%
Hispanic	74%	70%	No	77%
White	88%	88%	Yes	90%
English language learners	47%	39%	No	52%
Students with disabilities	46%	29%	No	51%
Economically disadvantaged	64%	58%	No	68%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	107	24%	26%
Students scoring at or above Achievement Level 4	231	51%	53%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		42%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		25%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	311	69%	72%
Students in lowest 25% making learning gains (FCAT 2.0)	45	64%	67%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	39	40%	42%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	18	19%	21%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	23	23%	25%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	90	68%	70%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		100%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	68%	66%	No	72%
American Indian				
Asian	93%	89%	No	94%
Black/African American	47%	33%	No	52%
Hispanic	63%	56%	No	66%
White	85%	84%	No	87%
English language learners	37%	19%	No	43%
Students with disabilities	43%	21%	No	48%
Economically disadvantaged	53%	43%	No	58%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	100	22%	25%
Students scoring at or above Achievement Level 4	194	43%	45%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		42%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		25%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	280	62%	64%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	34	43%	45%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	33	22%	25%
Students scoring at or above Achievement Level 4	67	46%	48%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		100%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		25%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	14	1%	1%
Students retained, pursuant to s. 1008.25, F.S.	17	1%	1%
Students who are not proficient in reading by third grade	53	31%	29%
Students who receive two or more behavior referrals	43	4%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	22	2%	1%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

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. The School District also provides an Edline account for schools.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
To get parents involved in the education of their child(ren).	500	50%	55%

Area 10: Additional Targets

Additional targets for the school

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
* Sacrifices of Veterans

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Banyan Creek will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)		100%	100%

Goals Summary

G1.   Teachers will deliver high quality, effective instruction daily throughout all content areas that will result in increased achievement.

G2.   Increase student engagement during instructional delivery through the use of purposeful peer-to-peer discourse.

G3.   Increase students' comprehension of rigorous text through the use of reading for meaning strategies.

Goals Detail

G1. Teachers will deliver high quality, effective instruction daily throughout all content areas that will result in increased achievement.

Targets Supported
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Social Studies
- Science
- Science - Elementary School
- EWS
- EWS - Elementary School

Resources Available to Support the Goal
- Professional Development and common planning

Targeted Barriers to Achieving the Goal
- Instructional Strategies

Plan to Monitor Progress Toward the Goal

Professional Development on learning centers, cooperative learning, thinking strategies and unit planning.

Person or Persons Responsible
Leadership Team

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Observations, Sign-in sheets of Professional Development

G2. Increase student engagement during instructional delivery through the use of purposeful peer-to-peer discourse.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Learning Center ideas available on Learning Village, Reading and Math Strategy activities to increase reading/math proficiency including: comprehension, vocabulary development, fluency and phonics, and include higher order questions during instruction.

Targeted Barriers to Achieving the Goal

- Lack of funding for Learning center materials

Plan to Monitor Progress Toward the Goal

Teachers implementing professional development throughout the school year.

Person or Persons Responsible

Leadership Team, Cohort Leaders and Math contacts

Target Dates or Schedule:

Monthly meetings

Evidence of Completion:

Data chats, Diagnostic data, and pre/post assessments

G3. Increase students' comprehension of rigorous text through the use of reading for meaning strategies.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

- Social Studies

- Science

- Science - Elementary School

- EWS

- EWS - Elementary School

Resources Available to Support the Goal

- Professional development of the Balanced Literacy Roll Out, Cohort materials, curriculum, instruction, and leadership.

Targeted Barriers to Achieving the Goal

- Lack of funding for enrichment activities.

Plan to Monitor Progress Toward the Goal

Teachers attending monthly Balanced Literacy Roll Out Professional Development

Person or Persons Responsible
Leadership Team and Cohort Leaders

Target Dates or Schedule:
Monthly

Evidence of Completion:
Data Chats, observations, diagnostic data

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. Teachers will deliver high quality, effective instruction daily throughout all content areas that will result in increased achievement.

G1.B1 Instructional Strategies

G1.B1.S1 Teachers will be provided with Professional Development on instructional strategies.

Action Step 1

Professional development on instructional strategies.

Person or Persons Responsible

PDD Team/Leadership team/ Cohort Leaders/ and Math Contacts

Target Dates or Schedule

Ongoing

Evidence of Completion

PLC sign-in sheets

Facilitator:

Various Facilitators

Participants:

Faculty

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

PDD and Leadership team meetings to plan professional development needs

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Sign-in sheets and agendas

Plan to Monitor Effectiveness of G1.B1.S1

observations, data chats, lesson plan reviews, feedback and discussions

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Observation calendar, iObservation evidence

G2. Increase student engagement during instructional delivery through the use of purposeful peer-to-peer discourse.

G2.B1 Lack of funding for Learning center materials

G2.B1.S1 Staff members utilize Adopt-a-class funds and request funds through our PTA

Action Step 1

Teachers identify materials needed for learning centers

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

PTA monthly meeting sign-in sheets and agendas

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Grade level meetings to provide suggestions for funding

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign-in sheets and agendas

Plan to Monitor Effectiveness of G2.B1.S1

Classroom walk throughs, data chats, meetings, discussions

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Lesson plan with materials needed documentation, photos of centers

G3. Increase students' comprehension of rigorous text through the use of reading for meaning strategies.

G3.B1 Lack of funding for enrichment activities.

G3.B1.S1 Implement and/or expand the Raz Kids computer program.

Action Step 1

Ensure program is being implemented across the grade levels

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Program data reports

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Leadership team meetings

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign-in sheets and agendas

Plan to Monitor Effectiveness of G3.B1.S1

Scheduled observations, feedback, discussions, program reports run

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthhly

Evidence of Completion

Documentation/reports from Raz Kids Program

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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 2, 3 and 4.
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.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Teachers will deliver high quality, effective instruction daily throughout all content areas that will result in increased achievement.

G1.B1 Instructional Strategies

G1.B1.S1 Teachers will be provided with Professional Development on instructional strategies.

PD Opportunity 1

Professional development on instructional strategies.

Facilitator

Various Facilitators

Participants

Faculty

Target Dates or Schedule

Ongoing

Evidence of Completion

PLC sign-in sheets

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	$0

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Total
	$0	$0
Total	$0	$0

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Teachers will deliver high quality, effective instruction daily throughout all content areas that will result in increased achievement.

G1.B1 Instructional Strategies

G1.B1.S1 Teachers will be provided with Professional Development on instructional strategies.

Action Step 1

Professional development on instructional strategies.

Resource Type

Professional Development

Resource

Funding Source

Amount Needed

$0