Banyan Creek Elementary School

2020-21 Schoolwide Improvement Plan

Table of Contents

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: 9/5/2020

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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	86%
2019-20 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%)
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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4243 SABAL LAKES RD, Delray Beach, FL 33445

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School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	60%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	64%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	A	A

School Board Approval

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SIP Authority

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities 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.
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.
Hough, Valerie	Teacher, K-12	SAC Chair
Seguine, Marissa	Teacher, K-12	504 Coordinator

Demographic Information

Principal start date

Saturday 9/5/2020, Gerald Riopelle

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

98

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Total number of teacher positions allocated to the school

76

Demographic Data

2020-21 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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	86%
2019-20 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%)
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.	

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	102	133	147	150	140	173	0	0	0	0	0	0	0	845
Attendance below 90 percent	0	22	20	21	21	14	0	0	0	0	0	0	0	98
One or more suspensions	0	1	4	0	10	4	0	0	0	0	0	0	0	19
Course failure in ELA	0	25	57	50	35	37	0	0	0	0	0	0	0	204
Course failure in Math	0	13	32	27	24	23	0	0	0	0	0	0	0	119
Level 1 on 2019 statewide ELA assessment	0	0	0	0	6	20	0	0	0	0	0	0	0	26
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	16	0	0	0	0	0	0	0	17
FY20 ELA Winter Diag Levels 1 & 2	0	0	0	0	32	49	0	0	0	0	0	0	0	81
FY20 Math Winter Diag Levels 1 & 2	0	0	0	0	25	30	0	0	0	0	0	0	0	55

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	14	35	28	26	33	0	0	0	0	0	0	0	136

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	1	2	9	5	11	24	0	0	0	0	0	0	0	52
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Wednesday 8/19/2020

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	
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	

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	
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	

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**	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (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.

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%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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				

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
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
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%	0
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%	0

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%	0

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%	0

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%	0

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%	0

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%	0

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%	0

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%	0

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%	0

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.

Due to COVID19 the FSA results from 2019 are being compared to the 2020 Diagnostic. Our science data shows a 17 point decrease from FY18 (70%) to FY 19 (53%). In comparing FY19 FSA to FY20 Diagnostic there is a anticipated increase/decrease of 11% (53% to 64%). We were on track in meeting our goal. Possible contributing factors include the roll out of a new curriculum (StemScopes), staff buy-in, and lack of confidence using the technological components.

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. Our FSA science data shows a 17 point decrease from FY18 (70%) to FY 19 (53%). Possible contributing factors are the roll out of a new tech integrated science program (StemScopes) lost instructional time due to COVID 19.

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 underperformed in Science by 1 point in a state-school based on the grade level comparison data. FY19 Banyan Science 52% to FY19 State Science 53% (-1%). Possible contributing factors include the roll out of a new curriculum (StemScopes), staff buy-in, and lack of confidence using the technological components.

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

Our 5th grade ELA (same grade comparison) showed an upward trend from FY19 FSA 58% FY20 Diagnostics 78% showing a 20% increase. In comparing FY19 FSA to FY20 Diagnostic. In the classroom we doubled down instruction for the low 25% and ESE/ELL students. Additional LLI services were provided during iii time from available staff. Data was tracked weekly among iii groups and their patterns of growth/struggle were monitored. Tutorial programs were differentiated and lesson plans were assigned to meet the needs of particular levels. During PLCs, data analysis took place weekly and teachers were sent to trainings and provided trainings to enhance their reading block planning. They also visited neighboring schools to observe expert teachers in the subject. Then came to train their team on what was observed/ learned. Teachers were moved around based on strengths.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Based on data analysis, our action plan will be to continue to increase the learning gains and proficiency of our students who earned a level 1 or 2 on the Winter Math/ELA diagnostic. We will specifically focus on out lowest quartile with a focus on remediation of standards and foundational skills.When we hone in on our subgroups, we see an uptick in scores across the board from FY19 to FY20, including lowest 25%. However our subgroup scores in Science show a disparity which aligns to the overall 17 point decrease that the school received from FY19 to FY 20. We will specifically

focus on our HSP, BLK, SWD, and FRL students who will receive targeted and strategic instruction through multiple modes of instruction including adaptive technology programs, small groups, differentiated homework, tutorials, data chats, and progress monitoring. This is important because students who reach their proficiency levels will be able to read on grade level and achieve middle and high school success which will enable them to graduate in a timely manner and be successful adults. In order to receive all these supports, attendance will be monitored. Attendance is important because students cannot receive the targeted instruction if they are absent. This will negatively impact their personal and academic success. The mental health team, teachers, and data processor will work in tandem to implement initiatives and plans for those who miss more than 10% of school days.

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

Through the combination of high expectations, adaptive technology, differentiation, and standards based instruction the stakeholders of Banyan Creek will be able to ensure that all students have the opportunity to reach their full potential. All staff members will be held accountable for monitoring multiple data in order to guide instruction and pivot as needed. The three goals are: 1.) Montior subgroups and Increase learning gains in science 2.) Monitor and diagnose learning loss from COVID and remediate and 3.) Improve student engagement via technology and monitoring to track our ELA learning gains in the 5th grade cohort.

1. Increasing students learning gains in science will allow for students to build the skills needed for secondary school success,especially with our subgroups. Science cross pollinates ELA and math and allows students to better observe, classify, infer, measure, and predict. This is the basis for critical thinking skills in any subject. Our goal is to Improve proficiency rates on the Science FSA proficiency for the FY21 school year. through data analysis students in targeted subgroup categories can be monitored for progress and receive additional supports from teachers. Previous FSA data FY19 - (53%), FY20 Diagnostics- (64%) resulting in an 11% increase. Focus will be on fair games benchmarks during science lab on the fine arts wheel, Science PLC's will take monthly and provide a science tutorial program. Additionally,
2.Literacy needs to be a high priority as 3rd grade proficiency correlates with high school and adult success. With the loss of instruction due to COVID-19 closures most students regressed. If not monitored and remediated, students could slip further behind. Focusing and identifying students' current foundational literacy skills, especially in primary, will allow them to have an equitable learning environment that ensures all students master phonics and have the opportunity to be successful. Banyan Creek has an additional 30 minutes for Fundations/Phonics on top of a ninety minute literacy block. Learning the basic building blocks of literacy will ensure our students go into 3rd grade with a solid foundation. Therefore, Banyan will identify skills lost and areas of weakness. Beginning of the year base line data from iReady, SuccessMaker and Diagnostic data will be utilized to compare with FY20, FY19 data. Through PLC's strategies / systems will be developed for improvement in the identified areas of concern.
3. As students are utilizing more technology than ever before, student engagement practices must be in place. Through the use of Smart learning suite and applications such as Near Pod and Pear Deck, teachers are able to monitor instruction of students who are learning from home. This also allows our students to interact and be engaged. Students are no longer content just listening to a teacher; they need to be accountable for their learning and demonstrate learning through innovative techniques. Our goal is to pair tech savy trail blazers with teachers who don't feel as comfortable in order to share knowledge on tech monitoring and engagement strategies. This would be useful with out ELA 5th grade cohort as they have fallen in 4th grade diagnostic outcomes (-10% from 76% to 66%) in the FY19 FSA compared to FY20 winter diagnostic data for ELA. Students who go to middle school on grade level have a higher chance of being successful in high school. using technology to monitor and engage learning will ensure our students are mastering the benchmark standards.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale:	The areas of focus were creating keeping the School District of Palm Beach County's Strategic Plan and Long Term Outcomes in Mind. Specifically increasing reading proficiency (LTO 1) and high school readiness (LTO 2). As a whole school entity, Banyan Creek Elementary outperformed or was consistent with the district and state in all reporting categories on the 2019 FSA. Further grade level analysis reveals specific improvement needs. 3rd grade 2019 FSA ELA results indicate a -6% drop from 2018 (65%) to 2019 (59%) The grade level scored 5 percentage points above the district (54%) and 1 percentage point above the state (58%). However, the 2020 ELA diagnostic indicates promising results this cohort now 5th grade scored 69.75%. In order to offset the covid/summer slide attention to the now 5th grade cohort to maintain the gains they made through tutorials etc. in 2020 would be beneficial. In addition, 3rd grade math for the FSA Math showed a -5% drop from 2018 (80%) to 2019 (75%) although the 2019 math score is still greater than 10% above the district and state. When this cohort took the 2020 winter diagnostic they scored at 81.88 proficiency rate. Last, science fell -17% in 2019 (52%) from 2018 (69%). The diagnostic for 2020 shows proficiency of 64.43% an upward recovery of 10.43 points. Due to lack of data for FY 20 because of state mandated school closures (COVID 19), Banyan Creek Elementary will continue with our FY20 goals, however, data from multiple sources indicates students are making progress to their goals.
Measurable Outcome:	Our measureable goals for FY21 will be to maintain the positive results and upward trends we saw on the FY20 diagnostic and increase our FSA 2019 3rd Grade ELA and 5th grade science student achievement levels. For 3rd grade ELA our goal is to at least receive a 67% proficiency rating. The history of student achievement proficiency is 2018 level 65.29 which dropped to a 58.23 FY 19 year and rebounded to 71.65 FY20 Winter Diagnostic. We've determined our goal by maintaining the 65 proficiency and adding 2 points for a total goal of 67%.The science proficiency history is 69.22 FY18 which fell 17 points to 52.2 in FY19 and rebounded to 64.43 on the FY20 winter diagnostic The science goal will be to earn at least 64% which is an 12 point increase from FY19 FSA 52.2 to FY20 Diagnostics 64.43 .
Person responsible for monitoring outcome:	Gerald Riopelle (gerald.riopelle@palmbeachschools.org)
Evidence-based Strategy:	1.) Differentiated small group instruction in all subject areas will support all learners at varying abilities. 2.) Blended learning environments (iready/successmaker) with adaptive technology will meet students at their level and provide tailored instruction. 3.) Incorporate Tutorial / Project Uplift grant to create an afterschool standards based remedial program for students identified as struggling with reading lessons. 4.) Analyze multiple data sources to enrich/tutor students in specific standards and close achievement gaps.
Rationale for Evidence-	1.) Personalized instruction through (small group differentiation) allows teachers to analyze current levels and provide tailored instruction to meet the needs of all learners. 2.)Personalized instruction through adaptive technology (iready/successmaker) helps

based Strategy:	ensure all students needs are met and they are given the chance to be successful. 3.)Tutorial programs using data analysis and standards will provide the remediation and enrichment that our students need to be successful. 4.) Collaboration and data analysis via common planning and PLCs; unpacking of standards via Professional learning communities and common planning ensure all students receive the same education.The cycle of improvement is examined.

Action Steps to Implement

Differentiated / Small Group Instruction
1.) Teachers will be skilled in analysing student data from multiple sources to determine strengths and weaknesses and make informed instructional decisions
2.) Teachers will create instructional groups based on strengths/ weaknesses or ESSA subgroups data performance
3.) Teachers understand how to progress monitor student groupings for growth
4.) Teachers know when to begin PMPs / SBT for students who are not making adequate growth using research based interventions.
5.) Teachers use innovative techniques and strategies to include culturally responsive pedagogy and multi modality lessons to include all learners.

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

Technology / Adaptive Learning Programs
1.) Utilize iready and Successmaker to administer diagnostic assessments
2.) Analyze diagnostic results to determine students needs
3.) Monitor learning paths for pass rates and equitable access to lessons and reassigning lessons as needed or enriching students who are showing growth.Using data for instructional decisions.
4.) Use reports from iready and success maker to personalize, differentiate, and customize targeted skill instruction
5.) Analyze growth between diagnostics to determine student achievement

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

Professional Learning Communities:
1.) Create a PLC schedule for grade levels to participate on a consistent basis and provide the supports and norms to hold meetings.
2.) Grade level teachers will unpack standards and plan their differentiated instruction based on the benchmarks. K-2 teachers to examine and analyze prior year iready/RRR/ Raz Plus data to move students reading levels to acceptable levels building a foundation for 3rd grade success.
3.) Teachers will identify the lowest 25%, plan lessons and supports, share best practices for increasing student achievement
4.) Teachers will use multiple sources to analyze the data and do determine next steps for future instruction. Teachers will share resources and plans with resource teachers supporting their students.
5.) Administration will monitor the PLCs to support meeting norms, collaboration, and providing feedback from walk throughs. Leadership may share look-fors and observations.

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

Tutorial:
1.) Analyze multiple assessment data and determine the instructional needs by grade level by student
2.) Recruit tutorial teachers based on instructional strengths
3.) Vet, plan, and procure standard based tutorial supplemental teaching materials
4.) Create a PD schedule to communicate high expectations/lesson planning/ collaboration for the tutorial program
5.) Incentive and reward student participation

6.) Monitor progress and fidelity of the program through walk troughs, lesson plan checks, and student data from classroom teacher.

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

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

In alignment with the District's Strategic Plan and with the goal to increase academic instruction of all students- students are immersed in rigorous instruction followed up with high expectations encompassing the full extent of the Florida State Standards including the content required by Florida State Statute 1003.42 continuing to develop a Single School Culture of Excellence in Academics, Behavior, and Climate with an appreciation of multicultural diversity in alignment to S.B. Policy 2.09 with a focus on instruction in the History of the Holocaust, History of African Americans, study of the contributions and sacrifices of Veterans, Hispanics, and women in the United States. All of the action steps listed are proven successful research based processes to increase student achievement. Not only does this plan aim to improve the 3rd grade ELA and Science score, but overall to make a difference for the students in our lowest 25% and the overall school as a whole.

Banyan Creek Elementary School integrates and continuously develops a Single School Culture by sharing our universal guidelines for success which are P- Positive Behavior A- Achiever Attitude W- Willingness to learn S- Safe Choices. Through this matrix we teach expected behaviors at school. These expectations are communicated with parents, and monitored through the SWPBS Committee. Best practices for inclusive education / citizenship are led by our mental health team who create customized morning messages on our morning announcements with contests and incentives for students who display the weekly SEL in action theme. The mental health team collaborates with teachers to identify students who may need extra coping skills and offer support to families. These influence student achievement and create an environment conducive to learning.

Banyan Creek Elementary School implements a School-Wide Positive Behavior Program by recognizing students exhibiting positive behaviors on campus. We use the HERO program to recognize students who are demonstrating characteristics of the PAWS matrix. Banyan Creek elementary School integrates Single School Culture by sharing our Universal Guidelines for Success, Single School Culture Scripts, Grade Level Assemblies, Family Nights, Curriculum Nights, and SAC meetings. The effectiveness of these efforts are monitored using SwPBS data from online data warehouses (EDW and Performance Matters). Funds are also utilized for tutorials, supplies, refreshments for parental training, and remediation.

Single School Culture (SSC) for Academics: Teachers attend weekly learning team and common planning meetings where teachers collaborate and student work and assessments are analyzed. Subgroup data is studied and technology pass rates are monitored to ensure all students have equal access to technology.

Throughout the school year, the students at Banyan Creek are engaged in rigorous standards based instruction that interweaves diversity and multiculturalism and this will continue into 2020 per 1003.42. For example, to study the history of African Americans, we held a month long multicultural month where intermediate students create cereal box biographies of contributions made by African Americans while the primary grades made a diversity quilt. All of these were displayed proudly through the campus. A peace garden by the cafeteria was created symbolizing unity. A multicultural assembly showcased African American leaders in the city of Delray Beach. 5th grade patrols attended the Holocaust Museum in Washington DC. Our school recently celebrated Freedom Week by reading the opening of the Declaration of Independence daily emphasizing equality of all persons in the pursuit of life, liberty, and happiness. We celebrate all of our student heritages- through themed recognition and activities. We also infuse Latino, African American, Haitian, Holocaust, Veteran, and Women's studies into prescribed curriculum. Cultural infusion lessons in reading highlight the works of diverse people showing students books with characters who look like them. Banyan Creek strives to ensure that every student has a voice and utilizes morning meeting to give every student the opportunity to share while also building character.

To support our academics, the School Wide Positive Behavior Support program at school combined with the HERO program are utilized to create universal guidelines for success and will

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Students:
Banyan Creek is introducing school-wide social emotional learning. A school-wide approach to SEL intentionally cultivates a caring, participatory, and equitable learning environment and practices that actively involve all students in their social, emotional, and academic growth. The goal is to prepare students for long-term success in life and to become responsible, caring citizens in our multicultural society. Themes that will covered: Commonalities, respect, diversity, listening, identifying and managing feelings, growth mindset, compassion, empathy, identifying others feelings, solving problems, and managing frustrations to name a few. Topics covered in curriculum and SEL include Hispanic Heritage, Native American Heritage, Black History, Bullying Prevention, Holocaust studies and remembrance, Haitian Heritage, and Women's History.

HERO- Banyan Creek utilizes a positive behavior support program to model, teach, and reinforce positive behavior, achiever attitude, willingness to learn, and safe choices (PAWS). Students have the opportunity to accumulate points for rewards such as awards, ice cream, pencils, stickers, etc.

Faculty:
Banyan Creek provides many avenues for every member of the faculty to feel supported by leadership. For onboarding of new or new-to-Banyan Creek teachers, an ESP program is provided that links a veteran mentor or buddy to the teacher. The SWPBS committee ensures that a positive school climate makes Banyan Creek a great place to teach and learn. The social committee recognizes special occasions in the staff member's lives, and the PD/PLC teams ensure that collegiality and continuous improvement occur in teaching and learning to maximize student achievement. Research shows that the number one predictor of student success is teacher quality. These supports all contribute to the all around well being of our staff members.

Families:
Banyan Creek wants to ensure all family members have a voice and feel supported in their child's education. The School Advisory Council (SAC) encourages all families to attend the monthly meetings to hear first hand from administration about the school's achievement goals and partner in making school decisions. Banyan Creek has a robust PTA that supports students and teachers in making Banyan Creek a great place to attend school. Proceeds from the events typically pay for additional costs such as field trips or subscriptions to learning materials. Administration provides parent workshops in FSA preparation, English Language Learner Support, and kindergarten readiness. Banyan Creek has a dynamic communication plan regularly updating the website, sending email, parent link, newsletter, and text messages to keep families informed. Banyan Creek has a great relationship with the Delray Beach Education Board and communicates community events and support for families when available.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Differentiation				$1,024.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5000	120-Classroom Teachers	1891 - Banyan Creek Elementary School	School Improvement Funds	930.55	$1,024.00
			Notes: 1,000.00 for Tutorial programs for ELA, Math and Science.			
					Total:	$1,024.00