Banyan Creek Elementary School

2021-22 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: 7/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	86%
2020-21 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%)
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	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	59%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	66%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

School Board Approval

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

SIP Authority

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Riopelle, Gerald	Principal	The instructional leader in charge of executing and monitoring personnel, resources, and strategies to ensure that 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 that all ESE students have equitable and equal access to effective standards-based instruction while meeting the needs of the individual students.
Placil, Jeannie	Assistant Principal	Supporting the principal in executing and monitoring personnel, resources, and strategies to ensure that all students have equitable and equal access to effective standards-based instruction.
Saunders, Michelle	Teacher, K-12	Team leader in charge of supporting reading curriculum as the SAI teacher with standards-based intervention instruction, leading PLC's and supporting school wide initiatives.
Godfrey, Stephanie	Teacher, K-12	Team leader in charge of supporting 4th grade with standards-based instruction, leading PLC's and PLCP's and supporting school wide initiatives.
Mason, Kelly	Teacher, K-12	Team leader in charge of supporting kindergarten with standards-based instruction, leading PLC's and PLCP's and supporting school wide initiatives.
Robinson, Raquel	Teacher, K-12	Team leader in charge of supporting fine arts with standards-based instruction, leading PLC's and PLCP's and supporting school wide initiatives.
Pierre, Claureine	Teacher, K-12	Team leader in charge of supporting first grade with standards-based instruction, leading PLC's and PLCP's and supporting school wide initiatives.
Engelman, Jaime	Teacher, K-12	Team leader in charge of supporting second grade with standards-based instruction, leading PLC's and PLCP's and supporting school wide initiatives.
Hough, Valerie	Teacher, K-12	504 coordinator
Aiello, Cara	School Counselor	Providing support to students in relation to social emotional support, part of the school leadership team, and supports school-wide initiatives.
Meyer, Karen	Teacher, K-12	SAC Chair

Demographic Information

Principal start date
Sunday 7/1/2018, 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.*
16

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.*
53

Total number of teacher positions allocated to the school
74

Total number of students enrolled at the school
831

Identify the number of instructional staff who left the school during the 2020-21 school year.
5

Identify the number of instructional staff who joined the school during the 2021-22 school year.
3

Demographic Data

Early Warning Systems

2021-22

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	125	117	125	145	138	137	0	0	0	0	0	0	0	787
Attendance below 90 percent	0	12	10	14	9	18	0	0	0	0	0	0	0	63
One or more suspensions	0	0	1	2	1	4	0	0	0	0	0	0	0	8
Course failure in ELA	0	26	43	38	41	41	0	0	0	0	0	0	0	189
Course failure in Math	0	12	31	30	39	40	0	0	0	0	0	0	0	152
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	3	19	26	0	0	0	0	0	0	0	48
Level 1 on 2019 statewide FSA Math assessment	0	0	0	16	15	19	0	0	0	0	0	0	0	50
Number of students with a substantial reading deficiency	3	8	9	19	10	13	0	0	0	0	0	0	0	62
FY21 ELA Winter Diag Level 1 & 2	0	0	0	51	50	68	0	0	0	0	0	0	0	169
FY21 Math Winter Diag Level 1 & 2	0	0	0	42	41	61	0	0	0	0	0	0	0	144

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	15	25	30	36	41	0	0	0	0	0	0	0	147

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	3	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 9/9/2021

2020-21 - 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	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

2020-21 - 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	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

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				71%	58%	57%	70%	57%	56%
ELA Learning Gains				73%	63%	58%	59%	61%	55%
ELA Lowest 25th Percentile				56%	56%	53%	43%	56%	48%
Math Achievement				78%	68%	63%	78%	65%	62%
Math Learning Gains				74%	68%	62%	66%	63%	59%
Math Lowest 25th Percentile				68%	59%	51%	49%	53%	47%
Science Achievement				53%	51%	53%	70%	56%	55%

Grade Level Data Review - State Assessments
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	2021					
	2019	59%	54%	5%	58%	1%
Cohort Comparison						
04	2021					
	2019	82%	62%	20%	58%	24%
Cohort Comparison		-59%				
05	2021					
	2019	66%	59%	7%	56%	10%
Cohort Comparison		-82%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	75%	65%	10%	62%	13%
Cohort Comparison						
04	2021					
	2019	83%	67%	16%	64%	19%
Cohort Comparison		-75%				
05	2021					
	2019	70%	65%	5%	60%	10%
Cohort Comparison		-83%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	52%	51%	1%	53%	-1%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

-Progress monitoring allows teachers and administrators to track students' academic progress or growth across the entire school year. Teachers use student performance data to continually evaluate the effectiveness of their teaching and make more informed instructional decisions. If the rate at which a particular student is learning seems insufficient, the teacher can adjust instruction. Various reports will be used to monitor and support student learning:
-iReady: Provides user-friendly dashboards and clear reports with actionable data that give teachers a

foundational understanding of students' strengths and areas of need.
-Unit Standardized Assessments USAs gives teachers data on how well the students have mastered the standard. Supports the monitoring of student learning and provide ongoing feedback that instructors can use to make adjustments to instruction to improve student learning.

In grades K-2 we will use iReady for fall, winter and spring.
In grade 3 we will use iReady in the fall, iReady, Unit Standardized Assessments (USA's) and Palm Beach County School District Winter Diagnostic in the winter, and spring.
In grades 4-5 we will use iReady in the fall, iReady, USA's, Palm Beach Performance Assessment (PBPA), and the Palm Beach County School District Winter Diagnostic Assessment in the winter, and spring.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	40.9	39.1	57.7
	Economically Disadvantaged	31.1	25.3	39.4
	Students With Disabilities	23.8	22.7	42.9
	English Language Learners	23.5	27.8	50.0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	66.7	81.5	80.6
	Economically Disadvantaged	31.1	25.3	39.4
	Students With Disabilities	50.0	54.5	68.2
	English Language Learners	66.7	72.2	50.0

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	40.0	32.9	48.6
	Economically Disadvantaged	100	58.0	57.3
	Students With Disabilities	100	57.1	53.6
	English Language Learners	0	50.0	35.0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	85.3	89.6
	Economically Disadvantaged	0	78.0	82.9
	Students With Disabilities	0	78.6	75.0
	English Language Learners	0	75.0	85.0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	59.1	77.5	72.2
	Economically Disadvantaged	45.1	67.1	58.6
	Students With Disabilities	10.0	57.9	42.1
	English Language Learners	22.7	41.7	26.9
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	72.9	71.3	68.5
	Economically Disadvantaged	61.1	56.3	52.8
	Students With Disabilities	35.7	26.3	30.0
	English Language Learners	47.6	42.3	44.4

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	42.4	66.7	71.2
	Economically Disadvantaged	30.2	56.3	61.4
	Students With Disabilities	21.2	45.8	55.2
	English Language Learners	15.0	40.0	27.8
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	65.2	67.9	64.3
	Economically Disadvantaged	55.3	59.8	54.4
	Students With Disabilities	40.6	44.1	38.2
	English Language Learners	44.4	47.4	33.3

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	38.5	76.5	79.4
	Economically Disadvantaged	26.4	70.8	73.4
	Students With Disabilities	5.4	43.2	51.4
	English Language Learners	18.8	58.8	55.6
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	81.1	74.7	61.0
	Economically Disadvantaged	74.5	66.7	50.9
	Students With Disabilities	44.4	45.7	21.6
	English Language Learners	64.7	55.6	30.0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	75.0	76.8	80.6
	Economically Disadvantaged	72.7	70.4	74.5
	Students With Disabilities	47.4	43.2	45.9
	English Language Learners	57.1	57.9	63.2

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	29	41	38	24	22	26	13				
ELL	43	65		49	42		33				
ASN	83			94							
BLK	46	56	57	44	38	35	19				
HSP	62	62		59	33		45				
MUL	93			93							
WHT	85	62		79	46		75				
FRL	54	63	52	50	42	34	38				

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

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	27	40	38	41	46	39	26				
ELL	36	51	36	43	51	43	20				
ASN	89	88		95	88						
BLK	51	48	35	60	57	41	42				
HSP	75	71	60	83	65		78				
MUL	81	71		86	79						
WHT	85	61		93	73	67	85				
FRL	54	51	39	65	60	42	51				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	60
Total Points Earned for the Federal Index	423
Total Components for the Federal Index	8
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
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	49
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	89
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	44
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	56
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	93
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	69
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	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

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.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

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%).

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Possible contributing factors include the roll out of a new curriculum (StemScopes), staff buy-in, and lack of confidence using the technological components. Actions to be taken to address this need for

improvement include: ongoing professional development in the StemScopes curriculum, purchase and implementation of Science Bootcamp materials, and science tutorial.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

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.

What were the contributing factors to this improvement? What new actions did your school take in this area?

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.

What strategies will need to be implemented in order to accelerate learning?

To accelerate learning we will double down instruction in core subjects for the low 25% and SWD/ELL students. Teachers will hold frequent data chats with students to consistently track their progress. Intervention groups will be streamlined and support staff will be provided to support additional groups during the intervention block. Rally resources will be incorporated into small group instruction.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development will be provided to teachers from district level support staff to advise on implementation of Rally and other available resources. We will utilize Professional Learning Communities (PLC) to build capacity within the grade level. Teachers will participate in ongoing professional development based on their personal needs analysis as well as needs as they arise.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

In order to ensure sustainability of improvement we will continue to utilize a bucketing method during our intervention groups to meet the needs of all students. We will place key support personal in grade levels, highlighting the subject areas of their instructional strength. Professional development will be ongoing to accommodate next steps of learning and delve deeper into data analysis.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Florida Standards Assessment (FSA) results mandate retention in third-grade for anyone who scores a level 1. Banyan Creek has reviewed the third grade English Language Arts FSA performance data from the prior years which indicates a lack of reading proficiency. In addition, 3rd grade ELA for the FSA indicated a 7% decrease from FY18 to FY19.
Measurable Outcome:	Banyan Creek Elementary will increase reading proficiency by 2%, measured through Florida Standards Assessment during the FY22 school year, resulting in a 67% proficiency level.
Monitoring:	Monitoring will be ongoing through professional learning community (PLC) meetings where assessment data will be analyzed for trends to drive further instruction. Teachers will implement a secondary benchmark calendar based during small group instruction based on identified needs. Students will take the i-Ready Diagnostic Assessment three times throughout the school year, progress will be monitored based on this data. In addition, students will identified reading deficiencies will receive additional small group instruction and progress monitoring towards individual goals.
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 featuring the i-Ready system 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-based Strategy:	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 computer instruction through i-Ready adaptive technology helps ensure all students are receiving personalized lessons on their level while working towards obtaining their goal of grade level proficiency. 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 ensures all students' individual needs are met through differentiated instruction.

Action Steps to Implement

Differentiated / Small Group Instruction
1.) Teachers will be trained in analyzing student data from multiple sources to determine strengths and weaknesses and make informed instructional decisions.
2.) Teachers will create instructional groups based on data trends and student needs.
3.) Teachers will be trained on when to implement Progress Monitoring Plans or refer to Problem Solving School Based Team for students who are not making adequate growth using research based interventions.
4.) Teachers will be trained to implement 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)

#2. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:	Fifth-grade science assessment data dropped 17% in 2019 (53%) from 2018 (69%). 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.
Measurable Outcome:	Banyan Creek will increase science proficiency by 2% measured through FSA during the FY22 school year, resulting in 55% proficiency.
Monitoring:	Fifth-grade professional learning communities will be held bi-weekly where grade level assessment data will be analyzed to drive instruction. Administration will also monitor grade level data and communicate trends to the team.
Person responsible for monitoring outcome:	Gerald Riopelle (gerald.riopelle@palmbeachschools.org)
Evidence-based Strategy:	1. Small group differentiated instruction to meet the needs of all students. 2. Daily review using J&J Bootcamp materials. 3. PLC meetings will address science standards and data analysis of USA's and assessments to identify specific needs of students and the grade level. 4. After school and fine arts science tutorial. 5. Utilizing Generation Genius to front load science content.
Rationale for Evidence-based Strategy:	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. Daily warm-ups allow for review of content. 3. Collaboration and data analysis via common planning and PLCs; unpacking of standards via Professional Learning Communities and common planning ensures all students' individual needs are met through differentiated instruction. 4.Tutorial programs using data analysis and standards will provide the remediation and enrichment that our students need to be successful. 5. Front loading content enables students to build prior knowledge and fully engage when content is presented during lessons.

Action Steps to Implement

Differentiated / Small Group Instruction
1.) Teachers will be trained in analyzing student data from multiple sources to determine strengths and weaknesses and make informed instructional decisions.
2.) Teachers will create instructional groups based on data trends and student needs.
3.) Teachers will be trained on when to implement Progress Monitoring Plans or refer to Problem Solving School Based Team for students who are not making adequate growth using research based interventions.
4.) Teachers will be trained to implement innovative techniques and strategies to include culturally responsive
pedagogy and multi-modality lessons to include all learners.
5.) 3rd and 4th grade science teachers will create ongoing instructional reviews of fair game benchmarks with students and provide instructional support.

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

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

According to the Safe Schools for Alex data reported for 2019-2020 Banyan Creek Elementary falls below the state average of 1 incident per 100 students. Banyan Creek reported .7 incidents per 100 during that school year. The primary concern taken from the data is the number of bullying incidents on campus. To monitor bullying during the upcoming school year Banyan Creek has implemented Social Emotional Learning (SEL) daily in all classrooms, the Behavior Health Professional (BHP) and school counselor have been added to the fine arts wheel to address specific SEL needs as they arise based on data. The Mental Health and School-wide Positive Behavior Support teams will monitor discipline data and incorporate prevention strategies to equip students with strategies needed before bullying arises. The data will be shared monthly with staff during faculty meetings. The Banyan Creek media specialist and the mental health team will also incorporate Suite 360 lessons for an educational approach to address bullying on campus.

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.

Students:
Banyan Creek is utilizing the fine arts wheel to infuse the school-wide social emotional curriculum . 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. The curriculum will also integrate Hispanic Heritage, Native American Heritage, Black History, Bullying Prevention, Holocaust studies and remembrance, Haitian Heritage, and Women's History to promote school-wide cultural diversity.

Class Dojo - 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 in and out of the classroom such as ice cream,
pencils, stickers, etc.

Faculty:
Banyan Creek provides many avenues for every member of the faculty to feel supported by leadership. The Educator Support Program (ESP) program is provided to teachers who are new to Banyan Creek. This program provides a new teacher with a veteran, mentor or buddy teacher to ensure their success at Banyan Creek. The School-wide Positive Behavior Support (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 Professional Development (PD) team 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.
All aspects of Florida Statute 1103.42 (a-t), Statute 683.1455, Statute 1003.421 and Statute 1008-447118y, and S.B. Policy 2.09 (8)(b)(ii)) are addressed in our curriculum. With regards to the statutes the curriculum that is taught includes the history of and content of the Declaration of Independence, the Constitution, the history of the United States and the flag, the sacrifices of Veterans, the elements of government, the study of Hispanic contributions and women's contributions to the United States, the history of African Americans including the history of African people, and the history of the Holocaust as the systematic planned annihilation of European Jews and other groups by Nazi Germany.

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 community of teachers and students. Proceeds from PTA sponsored events pay for additional student costs such as field trips and subscriptions to learning materials. Administration provides parent workshops in Florida State Assessment (FSA) preparation, English Language
Learner Support, and kindergarten readiness. Banyan Creek has a dynamic communication plan that is regularly updating our school website, sending emails, parent links, newsletters, and text messages
to keep families informed. Banyan Creek has an ongoing relationship with the Delray Beach Education Board. Banyan Creek participates in their sponsored community events and relays information of available support for families.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Students:
The students at Banyan Creek participates in school-wide expectation assemblies that align to the behavior matrix. Fifth-grade safety patrols on campus reinforce the behavior matrix daily throughout common areas of the school.

Teachers:
All teachers at Banyan Creek introduce and implement the school-wide behavioral matrix (PAWS) to their students by explicitly teaching the expected behaviors for various areas of the school. They then continuously reinforce Positive Behavior, Achiever Attitude, Willingness to Learn, and Safe Dojo through the implementation of Class Dojo.
SwPBS Team: Jeannie Placil (Administrative Representative), Karen Meyer (Internal Coach), Dawn Cevallos (Co-Chair), and Arsadia Walker (Co-Chair) This team ensures that a positive school climate makes Banyan Creek a great place to teach and learn.
Professional Development: Michelle Saunders (Chair) Ensures that collegiality and continuous improvement occur in teaching and learning to maximize student achievement.

Parents:
The parents of Banyan Creek students provide ongoing support and input to their child's behavioral expectations through active participation and monitoring of Class Dojo.

Administration:
The administration at Banyan Creek supports students' needs with the integration of social emotional learning on the fine arts wheel. In addition administration participates in SwPBS meetings on an ongoing basis.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				$1,231.05
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	3336	590-Other Materials and Supplies	1891 - Banyan Creek Elementary School	General Fund	145.0	$1,231.05
			Notes: Banyan Creek will purchase Storyworks (Grade 3) to use during small group instruction.			
2	III.A.	Areas of Focus: Instructional Practice: Science				$0.00
					Total:	$1,231.05