Broward County Public Schools

Banyan Elementary School

2021-22 Schoolwide Improvement Plan

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Banyan Elementary School

8800 NW 50TH ST, Sunrise, FL 33351

[no web address on file]

Demographics

Principal: Nicole Neunie

Start Date for this Principal: 1/1/2012

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	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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 Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (59%) 2017-18: C (49%) 2016-17: C (53%)
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 Broward County School Board.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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Banyan Elementary School

8800 NW 50TH ST, Sunrise, FL 33351

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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	76%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	94%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	C

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.

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Miller, Eric	Principal	Dr. Miller serves as the instructional focus leader, manages school operations, maintains safety, and creates an environment whereby students can learn and reach their highest potential
King-Roberts, Carol	Assistant Principal	Assist the principal with instructional leadership, managing school operations, maintaining safety, and creating an environment whereby students can learn and reach their highest potential.
Parker, La'Crista	Reading Coach	The Reading Coach is responsible for the following at school: Whole faculty development in school - presenting best practices and instructional strategies for reading Small group professional development - conducting book reviews and review of research on improving students' reading skills Planning needs based instruction with teachers Modeling lessons while teachers observe Coaching - looking at student work, scoring protocols and reflecting on post observation Data reporting and analysis Reviewing reading curriculum Observing teachers and providing constructive feedback Developing reading action plans with teachers and administration
Jackson, Veronica	Math Coach	The Math Coach is responsible for the following at the school: Whole faculty development in school - presenting best practices and instructional strategies for math Small group professional development - conducting book reviews and review of research on improving students math skills Planning needs based instruction with teachers Modeling lessons while teachers observe Coaching - looking at student work, scoring protocols and reflecting on post observation Data reporting and analysis Reviewing math curriculum Observing teachers and providing constructive feedback Developing math action plans with teachers and administration
Smith, Lashawn	School Counselor	The Guidance Counselor is responsible for the following at the school: Providing individual and group counseling for students to help with personal conflicts (i.e. low self-esteem, teacher child conflicts, rejection, grief and loss, family conflicts that affect learning, separation and divorce problems, anger management, attention and learning deficit, etc. Confer with parents in order help children change unwanted behaviors and attitudes Provides parents with community resources when necessary Empower parents to become more involved in school and community affairs Provide information and resources for classroom guidance activities Confers with teachers and staff to plan jointly for students' needs

Name	Position Title	Job Duties and Responsibilities
		Offers teachers interventions strategies that enhance a child's ability to succeed in the learning environment
	Other	The ESE Specialist is responsible for the following at the school: Maintains IEPs, Quarterly Reports, Progress monitoring for caseload Prepares for and conducts parent and student conferencing according to school policy Assist regular education teachers with specially designed instruction when necessary Assist with planning for classroom and testing accommodations for students with disabilities Models strategies for inclusionary practices as appropriate Provides assistance with developing and adapting curriculum materials and education practices to meet the needs of students and teachers Develops and implements IEPs with measurable goals using progress monitoring Collects and reports progress monitoring data for all student goals Makes data-driven instructional decisions to improve student outcomes

Demographic Information

Principal start date

Sunday 1/1/2012, Nicole Neunie

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.*

4

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.*

5

Total number of teacher positions allocated to the school

32

Total number of students enrolled at the school

469

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

3

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

2

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	62	75	76	83	84	89	0	0	0	0	0	0	0	469
Attendance below 90 percent	16	20	17	15	18	11	0	0	0	0	0	0	0	97
One or more suspensions	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	5	15	20	0	0	0	0	0	0	0	40
Level 1 on 2019 statewide FSA Math assessment	0	0	0	4	12	16	0	0	0	0	0	0	0	32
Number of students with a substantial reading deficiency	0	4	15	17	18	13	0	0	0	0	0	0	0	67

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	3	8	10	8	13	0	0	0	0	0	0	0	42

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	1	3	6	0	0	0	0	0	0	0	0	0	10
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

Monday 9/20/2021

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	53	69	73	82	84	96	0	0	0	0	0	0	0	457
Attendance below 90 percent	15	9	8	9	14	9	0	0	0	0	0	0	0	64
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	7	15	0	0	0	0	0	0	0	22
Level 1 on 2019 statewide Math assessment	0	0	0	0	6	12	0	0	0	0	0	0	0	18

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	2	5	8	19	14	0	0	0	0	0	0	0	50

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	3	0	1	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	1	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	53	69	73	82	84	96	0	0	0	0	0	0	0	457
Attendance below 90 percent	15	9	8	9	14	9	0	0	0	0	0	0	0	64
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	7	15	0	0	0	0	0	0	0	22
Level 1 on 2019 statewide Math assessment	0	0	0	0	6	12	0	0	0	0	0	0	0	18

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	2	5	8	19	14	0	0	0	0	0	0	0	50

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	3	0	1	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	1	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				53%	59%	57%	50%	56%	56%
ELA Learning Gains				60%	60%	58%	52%	57%	55%
ELA Lowest 25th Percentile				57%	54%	53%	54%	51%	48%
Math Achievement				63%	65%	63%	51%	62%	62%
Math Learning Gains				74%	66%	62%	52%	60%	59%
Math Lowest 25th Percentile				62%	53%	51%	37%	47%	47%
Science Achievement				41%	46%	53%	50%	49%	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	53%	60%	-7%	58%	-5%
Cohort Comparison						
04	2021					
	2019	51%	62%	-11%	58%	-7%
Cohort Comparison		-53%				
05	2021					
	2019	50%	59%	-9%	56%	-6%
Cohort Comparison		-51%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	65%	65%	0%	62%	3%
Cohort Comparison						
04	2021					
	2019	61%	67%	-6%	64%	-3%
Cohort Comparison		-65%				
05	2021					
	2019	59%	64%	-5%	60%	-1%
Cohort Comparison		-61%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	39%	49%	-10%	53%	-14%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

iReady Diagnostic 1, Diagnostic 2, and Diagnostic 3 were used to compile data. Science data was compiled using School City Assessment (Fall), Broward Standards Assessment (Winter), and Florida Standards Assessment (Spring).

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	40	45.5	65.2
	Economically Disadvantaged	37.7	45.5	63.2
	Students With Disabilities	36.4	36.4	50
	English Language Learners	30	40	40
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	21.5	31.8	55.1
	Economically Disadvantaged	20.4	32.7	56.1
	Students With Disabilities	9.1	27.3	41.7
	English Language Learners	20	30	60

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	49.3	52.9	67.2
	Economically Disadvantaged	52.1	49	65.3
	Students With Disabilities	20	11.1	12.5
	English Language Learners	42.9	37.5	37.5
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	17.9	25	43.3
	Economically Disadvantaged	16.7	22.4	42.9
	Students With Disabilities	0	0	12.5
	English Language Learners	14.3	25	25

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	48.1	48.8	57.7
	Economically Disadvantaged	43.9	44.6	54
	Students With Disabilities	44.4	37.5	50
	English Language Learners	23.5	22.2	23.5
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	8.6	17.7	35.4
	Economically Disadvantaged	6.1	12.5	33.8
	Students With Disabilities	0	0	12.5
	English Language Learners	0	11.8	5.62

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	27.4	40	40.3
	Economically Disadvantaged	25	33.3	35
	Students With Disabilities	11.1	18.8	20
	English Language Learners	8.3	40	15.4
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	20.5	30.3	38.4
	Economically Disadvantaged	14.3	22	30.4
	Students With Disabilities	5.6	20	31.6
	English Language Learners	25	22.2	25

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	30.1	42.7	40.2
	Economically Disadvantaged	27.9	40.3	38
	Students With Disabilities	9.1	8.3	8.3
	English Language Learners	11.1	11.1	11.1
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	16.7	25	38.4
	Economically Disadvantaged	13	23.5	38.6
	Students With Disabilities	8.3	8.3	8.3
	English Language Learners	0	11.1	33.3
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	9.8	26	14
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

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	16	29		13	7						
ELL	29	54		14	27		14				
BLK	34	31	21	22	10	8	14				
HSP	33	36		28	7		8				
WHT				36							
FRL	30	27	29	20	10	7	9				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	24	37	37	41	65	53	15				
ELL	45	58	50	55	79	86	33				
BLK	51	56	56	64	73	56	42				
HSP	56	69		65	71		35				

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
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
WHT	57	54		48	85						
FRL	52	60	58	62	74	62	42				

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
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	19	32	24	19	22	13	27				
ELL	37	53	54	34	45	40	40				
BLK	49	50	50	51	50	29	43				
HSP	48	60	67	45	58	47	67				
WHT	57	50		53	52		60				
FRL	49	52	53	49	50	33	44				

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	23
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	26
Total Points Earned for the Federal Index	183
Total Components for the Federal Index	8
Percent Tested	85%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	13
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	27
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	20
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	24
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	36
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	20
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

FSA data from 2019 was lowest in science achievement with a decrease of 9%. Trend data prior to 2019 showed inconsistent achievement in science. Changes in scheduling and presentation of content led to a decrease in proficiency. Sub-group data indicated that students with disabilities demonstrated an increase in all data components except for science. Students with disabilities were substantially lower than all other subgroups.

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

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

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

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

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

The area that showed the greatest improvement were Math Learning Gains at 22%, Math Learning Gains for the Lowest 25% at 25%.

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

New action taken included: additional professional development for teachers in math, and review and alignment of materials to standards. Additional modeling and support was provided by the Math Coach. Professional Learning Communities included a focus on data, strategies, and progress monitoring of students for growth.

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

Strategies that will need to be implemented to accelerate learning: small group instruction in both reading and math, additional resource teachers were hired to provide additional targeted small group instruction in all grades. Use of manipulatives will also be a part of daily math 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.

Weekly ELA and Math Professional Learning Communities (PLC) will analyze data, sharing of best practices and strategies, and create plans to address students' areas of need. Teachers will also participate in District professional development: Science (embedded with ELA) - Conducted by

District Science Dept.; ELA Instructional Materials (Benchmark Advance) - Conducted by Elem. Learning Dept.; BEST Things to Know: Deeper Dive (ELA & Math) - Conducted by Elem. Learning Dept.; iReady: Using the Tools for Scaffolding Comprehension (Reading/ELA) - Conducted by iReady,iReady; Monitoring & Engaging Students with Online Instruction - Conducted by iReady.

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

Additional services will include the utilization of resources teachers to address the academic needs of our lowest quartile students through targeted small group instruction.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	Students in the Students with Disabilities (SWD) subgroup had proficiency and learning gains that were substantially lower in comparison to other subgroups.
Measurable Outcome:	By June 2022, our SWD students proficiency will increase to 41% or higher. The goal for students with disabilities is to increase ELA proficiency by 20% and ELA learning gains by 5%.
Monitoring:	This Area of Focus will be monitored using iReady Diagnostic and School City Assessments.
Person responsible for monitoring outcome:	Carol King-Roberts (carol.king-roberts@browardschools.com)
Evidence-based Strategy:	The evidenced based strategies that will be utilized include both questioning and summarizing through small group and guided reading instruction.
Rationale for Evidence-based Strategy:	Summarizing teaches students how to discern the most important ideas in a text. Asking questions helps readers to monitor their comprehension, and propels readers forward to help them understand what they read more deeply. The use of these strategies will increase student comprehension.

Action Steps to Implement

Monitor, schedule, conduct IEP meetings and assess the progress of goals and analyze student data.

Person Responsible	Farrah Kellingbeck (farrah.kellingbeck@browardschools.com)

Administering, analyzing, and providing feedback using iReady Diagnostics and School City data working in collaboration with the Reading Coach and the ESE Support Specialist.

Person Responsible	La'Crista Parker (lacrista.parker@browardschools.com)

Providing opportunities for teacher professional development and training concerning best practices when working with SWD.

Person Responsible	Eric Miller (eric.miller@browardschools.com)

Administration and Literacy Coach will conduct weekly walk-throughs and provide constructive feedback.

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

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Reading data showed a decrease.

Measurable Outcome:	The percentage of students scoring proficient or higher in ELA, will increase from 35% to 45% by the end of June 2022, as measured by the Florida Standards Assessment in ELA.
Monitoring:	ELA will be monitored for the desired outcome using iReady Diagnostic and School City Mock Assesments.
Person responsible for monitoring outcome:	Carol King-Roberts (carol.king-roberts@browardschools.com)
Evidence-based Strategy:	Universal Design for Learning (UDL) is a way of thinking about teaching and learning that gives all students an equal opportunity succeed. Professional Learning Communities (PLCs) are held weekly and they are driven by data collected from weekly chapter test/ quizzes and quarterly standards based assessments. Teachers will also participate in quarterly data chats to disaggregate and plan instruction centered around data results.
Rationale for Evidence-based Strategy:	Universal Design for Learning offers flexibility in the way students access material, engage with it and show what they know. UDL classrooms address the needs of all students by providing more flesibility and fewer barriers to learning. It breaks learning down into three major parts: representation, action, and expression. This flexibility allows for various methods of engagement, and provides for multiple means of accessing each part.

Action Steps to Implement

Monitor, schedule, conduct CPST meetings, assess the progress of goals, and analyze student data.

Person Responsible	Lashawn Smith (lashawn.settles@browardschools.com)

Administer, analyze, and provide feedback using iReady Diagnostics and School City data working in collaboration with the Literacy Coach, Teacher, and ESE Support Specialist.

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

The Leadership team, along with teachers, will analyze data and strategically adjust materials, content, and teaching strategies to meet the needs of students.

Person Responsible	Eric Miller (eric.miller@browardschools.com)

Literacy Coach will meet with teachers to ensure rigor and complexity of standards/benchmarks are present.

Person Responsible	La'Crista Parker (lacrista.parker@browardschools.com)

Administration and Literacy Coach will conduct weekly walk-throughs and provide constructive feedback.

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

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.

Banyan Elementary discipline data was not included in the SafeSchoolsforAlex.org report. During the 2021 school year, only one referral was recorded.

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.

Banyan Elementary will conduct an annual meeting designed to inform parents of participating children about the school's Title 1 Program, the nature of the Title 1 Program (school-wide targeted assistance), yearly goals and outcomes, school choice, supplemental education services, and the rights of parents. District information that is distributed to parents is provided in four languages: English, Spanish, Portuguese and Haitian Creole. School events for all content areas of learning are scheduled at various times during the day and evening to accommodate parents. The school will implement activities that will build the capacity for strong parental and community involvement to improve student academic achievement. Banyan offers various activities to all stakeholders including Doughnuts for Dads, Muffins for Moms, and Granola for Grandparents that support families to more fully participate in the education of their children. All parent engagement activities offer opportunities to learn about student achievement and available resources for parents.

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

Support Team Members support a positive culture and environment at the school that includes facilitating multiple family engagement nights, providing weekly kudos in the staff bulletin, providing daily support to staff in need of assistance, addressing parents with concerns on a daily basis, and facilitating mentor groups.

PTA engages all stakeholders by providing activities and events throughout the year. They also maintain an information board to keep parents informed about various activities and events that take place.
In addition, a "Shoutout Board" was created in the main office to provide a place to recognize staff that have gone above and beyond their normal duties.

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				$47,101.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			2001 - Banyan Elementary School	Title, I Part A		$685.00
			Notes: Funds used to pay for teachers' salaries to facilitate Literacy Training Nights for Parents throughout the school year. Parents will learn about online reading programs, effective teaching strategies, available reading materials to check-out from the school, how to assist their child with homework, and available tutorial programs that focus on reading.			
			2001 - Banyan Elementary School	Title, I Part A		$10,288.00
			Notes: Funds will be used to pay for teachers' salaries for tutoring students in Grades 3-5 on Saturdays at the school.			
			2001 - Banyan Elementary School	IDEA		$36,128.00
			Notes: Funds used to pay for 2 Teacher Assistance to assist SWD in small group settings.			
2	III.A.	Areas of Focus: Instructional Practice: ELA				$0.00
					Total:	$47,101.00