

Broward County Public Schools

Banyan Elementary School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	16
Positive Culture & Environment	0
Budget to Support Goals	0

Banyan Elementary School

8800 NW 50TH ST, Sunrise, FL 33351

[no web address on file]

Demographics

Principal: Nicole Neunie

Start Date for this Principal: 8/16/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: B (55%) 2018-19: B (59%) 2017-18: C (49%)
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	ATSI
* 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.

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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	16
Title I Requirements	0
Budget to Support Goals	0

Banyan Elementary School

8800 NW 50TH ST, Sunrise, FL 33351

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	93%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		B	B

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SIP Authority

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Neunie, Nicole	Principal	The principal serves as the instructional leader. She supports teacher and staff development, while also providing feedback based on observations and walkthroughs. Ms. Neunie ensures that the school adheres to its vision and mission. She creates a climate and culture of academic excellence and exceeding expectations.
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.
Jackson, Veronica	Math Coach	<p>The Math Coach is responsible for the following at the school:</p> <p>Whole faculty development in school - presenting best practices and instructional strategies for math</p> <p>Small group professional development - conducting book reviews and review of research on improving students math skills</p> <p>Planning needs based instruction with teachers</p> <p>Modeling lessons while teachers observe</p> <p>Coaching - looking at student work, scoring protocols and reflecting on post observation</p> <p>Data reporting and analysis</p> <p>Reviewing math curriculum</p> <p>Observing teachers and providing constructive feedback</p> <p>Developing math action plans with teachers and administration</p>
Kellingbeck, Farrah	Other	<p>The ESE Specialist is responsible for the following at the school: Maintains IEPs, Quarterly Reports, Progress monitoring forcaseload</p> <p>Prepares for and conducts parent and student conferencing according to school policy</p> <p>Assist regular education teachers with specially designed instruction when necessary</p> <p>Assist with planning for classroom and testing accommodations for students with disabilities</p> <p>Models strategies for inclusionary practices as appropriate</p> <p>Provides assistance with developing and adapting curriculum materials and education practices to meet the needs of students and teachers</p> <p>Develops and implements IEPs with measurable goals using progress monitoring</p> <p>Collects and reports progress monitoring data for all student goals</p> <p>Makes data-driven instructional decisions to improve student outcomes</p>
Parker, La'Crista	Reading Coach	<p>The Reading Coach is responsible for the following at school: Whole faculty development in school - presenting best practices and instructional strategies for reading</p> <p>Small group professional development - conducting book reviews and review of research on improving students' reading skills</p> <p>Planning needs based instruction with teachers</p> <p>Modeling lessons while teachers observe</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Coaching - looking at student work, scoring protocols and reflecting on post observation</p> <p>Data reporting and analysis</p> <p>Reviewing reading curriculum</p> <p>Observing teachers and providing constructive feedback</p> <p>Developing reading action plans with teachers and administration</p>
Smith, Lashawn	School Counselor	<p>The Guidance Counselor is responsible for the following at the school:</p> <p>Providing individual and group counseling for students to help with personal conflicts (i.e. low self-esteem, teacher childnconflicts, rejection, grief and loss, family conflicts that affect learning, separation and divorce problems, anger management, attention and learning deficit, etc.</p> <p>Confer with parents in order help children change unwanted behaviors and attitudes</p> <p>Provides parents with community resources when necessary</p> <p>Empower parents to become more involved in school and community affairs</p> <p>Provide information and resources for classroom guidance activities</p> <p>Confers with teachers and staff to plan jointly for students' needs</p> <p>Offers teachers interventions strategies that enhance a child's ability to succeed in the learning environment</p>

Demographic Information

Principal start date

Tuesday 8/16/2022, Nicole Neunie

Number of teachers with a 2022 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.*

2

Number of teachers with a 2022 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.*

3

Total number of teacher positions allocated to the school

26

Total number of students enrolled at the school

403

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

4

Identify the number of instructional staff who joined the school during the 2022-23 school year.

3

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	65	73	80	75	69	96	0	0	0	0	0	0	0	458
Attendance below 90 percent	21	25	30	16	17	30	0	0	0	0	0	0	0	139
One or more suspensions	0	0	0	0	0	2	0	0	0	0	0	0	0	2
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 2022 statewide FSA ELA assessment	0	0	0	27	18	25	0	0	0	0	0	0	0	70
Level 1 on 2022 statewide FSA Math assessment	0	0	0	24	21	26	0	0	0	0	0	0	0	71
Number of students with a substantial reading deficiency	15	6	10	18	8	17	0	0	0	0	0	0	0	74

Using the table above, complete the table below with the number of students by current grade level who have 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	8	3	9	24	18	30	0	0	0	0	0	0	0	92

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	0	1	16	1	0	0	0	0	0	0	0	0	19
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

Tuesday 8/16/2022

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	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	

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	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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	48%	58%	56%				53%	59%	57%
ELA Learning Gains	64%						60%	60%	58%
ELA Lowest 25th Percentile	46%						57%	54%	53%
Math Achievement	51%	54%	50%				63%	65%	63%
Math Learning Gains	78%						74%	66%	62%
Math Lowest 25th Percentile	73%						62%	53%	51%
Science Achievement	24%	59%	59%				41%	46%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	53%	60%	-7%	58%	-5%
Cohort Comparison		0%				
04	2022					
	2019	51%	62%	-11%	58%	-7%
Cohort Comparison		-53%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	50%	59%	-9%	56%	-6%
Cohort Comparison		-51%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	65%	65%	0%	62%	3%
Cohort Comparison		0%				
04	2022					
	2019	61%	67%	-6%	64%	-3%
Cohort Comparison		-65%				
05	2022					
	2019	59%	64%	-5%	60%	-1%
Cohort Comparison		-61%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	39%	49%	-10%	53%	-14%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	30	31		29	78		19				
ELL	31	63		43	82		27				
BLK	47	57	35	45	71	68	18				
HSP	45	75		61	93		31				
FRL	46	63	43	44	78	75	17				

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				
WHT	57	54		48	85						
FRL	52	60	58	62	74	62	42				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	69
Total Points Earned for the Federal Index	453
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	53
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	49
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	61
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

2022 Reading results showed an increase in proficiency, learning gains, and lowest 25% learning gains. However, proficiency and lowest 25% learning gains are below the 2019 results. 2022 Math results showed an increase in proficiency, learning gains, and lowest 25% learning gains. However, proficiency results were still lower than 2019 results. FSA data from 2022 was lowest in science achievement, although science proficiency did increase by 9%. Trend data prior to 2019 showed inconsistent achievement in science. Sub-group data indicated that students with disabilities increased their 2022 ELA proficiency by 14%, and their ELA learning gains by 2%. In math, students with disabilities increased their math proficiency by 16%, and increased their math learning gains by 71%. Students with disabilities were the only subgroup below the Federal Index of 41%, this group was at 37%.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

2022 science scores resulted in the lowest gains. Subgroup data for students with disabilities indicated an increase in all data components, but results were still lower than those of all other subgroups.

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 least growth least amount of growth was science achievement. Science increased by 9%, but was well below 50%. Factors contributing to this need for improvement were scheduling and professional development. Currently, the master schedule includes science for every grade level, including a 45 minute science block for 5th grade. Professional development to include use of hands on science will also be provided to teachers.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The data components showing the most improvement were math learning gains 78%, and math learning gains for the lowest 25% at 73%. These numbers exceeded our 2019 results.

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

District scope and sequence and math resources were very organized and easily accessible. Math time on task was increased, and math small group instruction was utilized.

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

The following strategies will be needed to implement accelerate learning:

Master schedule to include all content areas

District professional development in Math, Reading, and Science

Professional Learning Communities

Literacy and Math Coaching and Modeling

Administrative walkthroughs and feedback

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 opportunities provided at the school to support teachers and leaders included: Benchmark Reading Overview, Benchmark Reading Small Group Instruction, MTSS Tier 1, MTSS Tier 2 and Tier 3, EnVision Math Meeting, Stemscopes Science Meeting, Innovative Learning Support - Mastery Connect, LanSchool, Etc.

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

Additional services to maintain improvement next year and beyond will include:

Master schedule to include all content areas

District professional development based on area of need

Professional Learning Communities

Literacy and Math Coaching and Modeling

Administrative walkthroughs and feedback

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Students with disabilities demonstrated the least amount of growth in learning gains in ELA.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Students with disabilities in Grade 3 through 5 scoring proficient will increase from 37% to 41% by May 2023 as measured by FAST Reading.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Students will be monitored using the FAST Reading assessments, Benchmark Advance Cumulative Assessments, and iReady progress monitoring.

Person responsible for monitoring outcome:

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

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

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:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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

Person Responsible

Farrah Kellingbeck (farrah.kellingbeck@browardschools.com)

Provide opportunities for teacher professional development and training concerning best practices when working with students with disabilities.

Person Responsible

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

Administration 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:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

2022 ELA data showed overall increases, but did not increase beyond 2019 ELA data.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Grades 3-5 Reading proficiency will increase from 48% to 55% by May 2023 based on the FAST Reading.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The area of focus will be monitored for desired outcome using FAST Reading, Benchmark Advance Cumulative Assessments, and iReady progress monitoring.

Person responsible for monitoring outcome:

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

**Evidence-based
Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

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 monthly or quarterly standards based assessments. Teachers will also participate in data chats to disaggregate and plan instruction centered around data results.

**Rationale for
Evidence-based****Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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 flexibility 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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

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

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

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

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

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

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Small-group instruction provides opportunities for flexible and differentiated learning. With the smaller number of students, students have more opportunities to participate. Teachers are able to monitor the students better, thus providing better and more individualized feedback and support.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Small-group instruction provides opportunities for flexible and differentiated learning. With the smaller number of students, students have more opportunities to participate. Teachers are able to monitor the students better, thus providing better and more individualized feedback and support.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Students in Grade K will increase from 30% to 50% or higher by May 2023 as measured by the Star Literacy Assessment. Students in Grade 1 will increase from 36% to 50% or higher by May 2023 as measured by Star Reading. Students in Grade 2 will increase from 36% to 50% or higher by May 2023 as measured by Star Reading.

Grades 3-5: Measureable Outcome(s)

Students in grade 3 will increase proficiency levels from 19% to 50% by May 2023 as measured by FAST Reading. Students in grade 4 will increase proficiency levels from 22% to 50% by May 2023 as measured by FAST Reading. Students in grade 5 will increase proficiency levels from 31% to 50% by May 2023 as measured by FAST Reading.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Reading will be monitored using Star Literacy (Kind.) Star Reading (1st and 2nd) FAST Reading (3rd through 5th), Benchmark Advance Quarterly Assessment (K-5), and iReady progress monitoring (K-5).

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Neunie, Nicole, nicole.neunie@browardschools.com

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Benchmark Advance is a comprehensive K-5 reading program with a balanced literacy approach to meeting the BEST Standards. Benchmark Literacy addresses the needs of above-, on-, and below-level readers as well as English language learners and special needs students. Accelerated Reader (AR) helps teachers track students' independent practice and progress with reading.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

Both programs and the specific practice address the identified needs. Research and data show Benchmark Advance, Accelerated Reader, and small group instruction are effective with the target populations.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Administration will conduct weekly walkthroughs to check usage of Benchmark Advance and the implementation of small group instruction. Following walkthroughs administration will provide constructive feedback. Accelerated Reader will be incentivized to promote reading at home and in school. Students will be reading one book per week.	Neunie, Nicole, nicole.neunie@browardschools.com
District and in-house professional development in reading will be provided to teachers. Professional development will include components and effective use of Benchmark Advance, and utilizing small group instruction within the reading block.	Neunie, Nicole, nicole.neunie@browardschools.com

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 school culture and environment.

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, and addressing parents with concerns on a daily basis.

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.