

The School District of Palm Beach County

Banyan Creek Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Banyan Creek Elementary School

4243 SABAL LAKES RD, Delray Beach, FL 33445

<https://bces.palmbeachschools.org>

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/18/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation 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. The Principal will monitor and work with all staff listed above to ensure implementation with MTSS and SIP support. The Principal oversees the execution and monitoring of all strategies and action steps towards continuous improvement process at the school. The Principal will guide and facilitate instruction with the use of best practices and school district recommended resources/materials.
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. As assistant Principal, Mrs. Placil supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge.
Meyer, Karen	Other	The SSCC provides teachers with instructional leadership and support for the continuous academic improvement of all students. She assists in ensuring cultural/social competence and responsiveness within the instructional practices and the implementation of the school-wide culture. The SSCC uses existing data appropriately to diagnose and assess student needs; guides teachers in tailoring instruction to meet the individual needs of students. Finally, She guides teachers in effectively using data to adjust instruction, successful alignment and implementation of school improvement decisions, and development of the school-wide culture.
Saunders, Michelle	Instructional Coach	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. She utilizes the coaching model (planning, demonstrating, and providing feedback) with teachers at the school site. Provides site based professional development to staff that is aligned to the needs of students based upon student assessment data. She serves as SAC Chair, creating a connection between all stakeholders.
Burger, Elizabeth	Other	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.
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.

Name	Position Title	Job Duties and Responsibilities
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.
Mason, Kelly	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.
Godfrey, Stephanie	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.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Banyan Creek Elementary School has an environment that promotes self awareness and confidence so that students can grow to be active community members. Our school maintains a focus on both academic and non-academic skills. We do this through a robust system of school-wide initiatives. Students work with our guidance counselor and/or BHP when needed. We foster a growth mindset through classroom activities and school-wide awareness. Character Education takes place monthly. Teachers submit their names and the guidance counselor announces it in the morning announcement with the school principal. Our Mental Health Team and Guidance department works closely with the School Based Team so that they can be available to support students exhibiting social and emotional challenges. Our Mental health team consists of our guidance counselor, Mental Health Co-located therapist, administration and the Behavior Health Professional. Our team meets monthly to review new and old referrals as well as share strategies that each member can utilize in case they are called for support or if someone is absent. Check in and Check out systems are in place to monitor students and assist them to prepare for the start/end of their day. Teacher buddies are assigned to students and they meet at different times of the week. Members of our leadership team are also paired with specific students that have challenges connecting with their teachers, administrators check in daily with the students and make visits to the classrooms to ensure students are thriving. Our guidance counselor hosts small groups for specific student challenges such as divorce/separated families, grieving, stress, social skills or anxiety groups. We have a licensed mental health co-located Therapist on site that is available to support our students with 12 free sessions. Our Behavior Health Professional also sees students to assist with social skills and provides behavioral regulation strategies for behavior. She also works closely with our teachers to monitor, create behavior plans/behavior contracts and support parents as well. During the holidays we support our students and community through drives and donations. An "Angel Tree" is coordinated for gift drop offs. "Shop with a Cop" is a program where Banyan Creek Partners with the Delray Beach police department. Students are selected to go on a shopping spree at Wal-Mart alongside a police officer. Banyan Creeks host multiple food drives and distribute food in partnership with the school district McKinney Vento Program.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP, UniSIG budget, and SWP will be presented during the monthly SAC meeting as well as during the parent and family night in September 2023. During these meetings, translators will be available to share the information in all three languages represented: English, Spanish, and Haitian Creole.

To monitor and share the ongoing progress of the SIP relevant data will be reviewed and shared during monthly SAC meetings.

Banyan Creek Elementary School Website: <https://www.palmbeachschools.org/banyancreekelementary>

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	66%
2022-23 Economically Disadvantaged (FRL) Rate	86%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	40	32	28	16	18	0	0	0	134
One or more suspensions	0	3	0	2	7	2	0	0	0	14
Course failure in English Language Arts (ELA)	0	31	52	42	46	23	0	0	0	194
Course failure in Math	0	11	43	42	49	23	0	0	0	168
Level 1 on statewide ELA assessment	0	0	0	9	28	16	0	0	0	53
Level 1 on statewide Math assessment	0	0	0	8	31	17	0	0	0	56
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	12	6	9	9	28	16	0	0	0	80
	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	21	42	40	49	25	0	0	0	177

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	24	31	28	17	20	0	0	0	120
One or more suspensions	0	3	1	4	0	6	0	0	0	14
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	13	24	15	0	0	0	52
Level 1 on statewide Math assessment	0	0	0	0	2	31	0	0	0	33
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	10	11	18	9	16	0	0	0	65

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	18	25	31	24	29	0	0	0	127

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	1	13	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	24	31	28	17	20	0	0	0	120
One or more suspensions	0	3	1	4	0	6	0	0	0	14
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	13	24	15	0	0	0	52
Level 1 on statewide Math assessment	0	0	0	0	2	31	0	0	0	33
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	10	11	18	9	16	0	0	0	65

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	18	25	31	24	29	0	0	0	127

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	1	13	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	61	53	53	69	59	56	65		
ELA Learning Gains				75			61		
ELA Lowest 25th Percentile				64			50		
Math Achievement*	62	57	59	68	53	50	63		
Math Learning Gains				77			43		
Math Lowest 25th Percentile				72			33		
Science Achievement*	57	54	54	61	59	59	48		
Social Studies Achievement*					66	64			
Middle School Acceleration					54	52			
Graduation Rate					47	50			
College and Career Acceleration						80			
ELP Progress	58	56	59	57			60		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	290
Total Components for the Federal Index	5

2021-22 ESSA Federal Index	
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	68
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	543
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	26	Yes	1	1
ELL	39	Yes	1	
AMI				
ASN	81			
BLK	43			
HSP	60			
MUL				
PAC				
WHT	74			
FRL	47			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	46			
ELL	55			
AMI				
ASN	85			
BLK	62			
HSP	66			
MUL	75			
PAC				
WHT	83			
FRL	62			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	61			62			57					58
SWD	20			35			12				5	45
ELL	39			39			33				5	58
AMI												
ASN	77			85							2	
BLK	44			41			31				5	60
HSP	70			68			58				5	50
MUL												
PAC												
WHT	72			76			83				4	
FRL	50			50			42				5	57

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	69	75	64	68	77	72	61					57
SWD	36	51	50	38	59	57	32					44
ELL	41	65	57	40	72	73	38					57
AMI												
ASN	80			90								
BLK	55	75	63	51	77	76	47					48
HSP	67	63	64	66	69	67	45					86
MUL	83			67								
PAC												
WHT	84	81		88	83		80					
FRL	59	70	62	56	73	71	51					55

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	65	61	50	63	43	33	48					60
SWD	29	41	38	24	22	26	13					48
ELL	43	65		49	42		33					60
AMI												
ASN	83			94								
BLK	46	56	57	44	38	35	19					56
HSP	62	62		59	33		45					73
MUL	93			93								
PAC												
WHT	85	62		79	46		75					
FRL	54	63	52	50	42	34	38					58

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	67%	56%	11%	54%	13%
04	2023 - Spring	68%	58%	10%	58%	10%
03	2023 - Spring	48%	48%	0%	50%	-2%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	100%	54%	46%	54%	46%
03	2023 - Spring	48%	57%	-9%	59%	-11%
04	2023 - Spring	66%	52%	14%	61%	5%
05	2023 - Spring	65%	56%	9%	55%	10%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	55%	51%	4%	51%	4%

III. Planning for Improvement

Data Analysis/Reflection
 Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The third grade ELA Florida Assessment for Student Thinking (FAST) PM3 demonstrated 49% of third grade students at Banyan Creek were proficient during the FY23 school year. 22% scored a level 3, 18% scored a level 4, 9% scored a level 5.

The contributing factors to last year's low performance was due to the third grade team at Banyan Creek during the FY23 school year being composed of multiple new staff members to the school and grade level along with a shortage of teachers which caused staffing issues among the grade. This included beginning the school year with a substitute in a third grade classroom. Due to the teacher shortage and inconsistency of substitutes classes were also split causing high numbers in the classroom. Another contributing factor was the implementation of new curriculum, Benchmark Advance, new standards, FL BEST Standards and a new statewide assessment, FAST.

A trend in data identified on the Grade 3 ELA FAST was in the area of Reading Informational Texts-Central Idea. This area remained below the proficiency standard and an area of weakness from PM 1 to PM 3.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data components that demonstrated the greatest decline from FY22 to FY23 was demonstrated in third grade ELA. Third grade ELA proficiency decreased from 55% in FY22 to 49% FY23.

The subgroup in third grade ELA proficiency that had the largest decrease in proficiency was in black male ELA subgroup. The proficiency of this subgroup decreased 7.6% from 39.4% in FY22 to 32% in FY23.

The contributing factors to the decreases are based on multiple vacancies in both third during the first trimester of the FY22 school year. One of the third grade classrooms began the year with a day to day substitute.

Third grade also implemented a new curriculum (Benchmark Advanced) and new standards (FL BEST Standards) during the FY23 school year.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Banyan Creek outperformed the state averages however displayed needs for growth within specific standards.

Grade 3: Reading Informational Texts- Central Idea remained below the proficiency standard and an area of weakness from PM 1 to PM 3.

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

Overall proficiency in ELA increased from 39% to 61% from PM1 to PM3.

Third grade ELA proficiency increase of 21% (from 28% to 49%)

Grade 3 outperformed the state and district in students scoring a level 5 in ELA (District and State: 7%, Banyan Creek: 9%). Outperformed state and district in Reading Informational Text and Reading Across Genres and Vocabulary.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Based on the EWS data in Part 1 third grade data the areas for concern are in third grade indicators. Third grade had 40 students with two or more indicators. The highest indicators are 42 students with course failure in ELA and Math and 28 students who were absent 10% ore more days.

In addition, as an early intervention to increase student readiness to enter Kindergarten, we offer Voluntary Prekindergarten (VPK) Program supplemented with enrichment hours and a PreK self-contained program for students ages 3 to 5 determined eligible for exceptional student education based on goals and services as written on the Individual Education Plan. These programs are supported by the Department of Early Childhood Education and the Department of Exceptional Student Education and follow all Florida statutes, rules, and contractual mandates.

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

1. Third grade ELA proficiency
2. Third-grade black/African American subgroup.

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels, including but not limited to:

- (g) History of the Holocaust
- (h) History of Africans and African Americans
- (i) History of Asian Americans & Pacific Islanders

(o) Health Education, Life Skills & Social Media

(q) Hispanic Contributions

(r) Women's Contributions

(t) Civic & Character Education

(u) Sacrifices of Veterans, and the value of Medal of Honor recipients

2. Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

3. Our school highlights multicultural diversity within the curriculum and the arts.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Florida Assessment of Student Thinking (FAST) 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 indicate a lack of reading proficiency. Based on FY23 FAST results, third grade ELA indicates 49% proficiency.

Measurable Outcome:

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

Banyan Creek Elementary will increase 3rd Grade ELA proficiency by 6% from the FY23 to the FY24 school year, measured by the Florida Assessment for Student Thinking. This will result in 55% proficiency within third grade

Monitoring:

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

Monitoring will be ongoing through the school year by utilizing Professional Learning Community (PLC) meetings where assessment data will be analyzed for trends to drive instruction. Teachers will implement a secondary benchmark calendars based during small group instruction based on identified needs. Students will take the PM1, PM2, along with the i-Ready Diagnostic Assessment 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 Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

- 1.) Small group instruction with reteaching and assessing of identified standards based on secondary benchmark calendars to monitor mastery.
- 2.) Blended learning environments featuring the i-Ready system with adaptive technology will meet students at their level and provide personalized, differentiated instruction.
- 3.) Incorporate a tutorial program providing afterschool standards based remedial program for students identified as struggling with reading.
- 4.) Analyze multiple data sources to enrich/tutor students in specific standards and close achievement gaps.
- 5.) Utilize differentiated instructional block to bucket students throughout the grade level and provide intervention groups based on specific identified needs.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific 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.
- 5.) Grouping students based on specific identified needs allows for more students to receive additional small group instruction during the differentiated instruction block to improve proficiency.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

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 fluid 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 multi-modality lessons to include all learners.

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

By When: The implementation will begin in August 2023 as PLC meetings, professional development and team planning begin. The actions will be ongoing throughout the school year.

#2. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the Florida Positive Behavioral Interventions and Supports (FLPBIS) data for the FY23 school year Banyan Creek's office discipline referral (ODR) data displayed a demographic subgroup with a risk ratio for ODR greater than 2.5.

Measurable Outcome:

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

Banyan Creek Elementary will reduce the office discipline referral (ODR) rate for demographic subgroups with a risk ratio to less than 2.5.

Monitoring:

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

Banyan Creek has a school-wide positive behavior support (SwPBS) system in place with outlined schoolwide behavioral expectations. Prior to students beginning the year all new and returning staff attended a professional development session on Banyan Creek's schoolwide expectations including major v. minor identification of behaviors. The school year began with SwPBS assemblies for all grade levels to outline the expectations. To monitor implementation of a Class Dojo admin has been added to all Class Dojo accounts, teacher incentives are given away at faculty meetings to obtain buy in. Ongoing monthly mini PD is given during faculty meetings to expand on usage and implementation.

Person responsible for monitoring outcome:

Karen Meyer (karen.meyer@palmbeachschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

SwPBS is an approach that defines core elements that can be achieved through a variety of strategies. There are three tiers encompassed within the core elements core elements that outline a prevention model. At Tier 1 behavioral expectations are defined, taught and a reward system is implemented for positive behaviors. Banyan Creek has a school wide implementation of Class Dojo. Students are rewarded with dojo points for following the school wide behavior matrix (PAWS- Positive Behavior, Achiever Attitude, Willingness to Learn, Safe Choices). The points can then be traded in for rewards. Tier 2 monitors at risk students with data collection and feedback. Tier 3 provides individualized interventions based on student needs. Data is collected for decision making.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The strategy selected has demonstrated success at Banyan Creek during previous school years by reducing the number of office discipline referrals (ODR) and out of school suspensions (OSS) while increasing positive behaviors on campus. By drilling down on the specific needs of subgroups, monitoring the data of these subgroups monthly during committee and faculty meetings of students while implementing the SwPBS model we can decrease the number of ODR's by subgroup.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Implementation of schoolwide behavior matrix

- 1) All new and returning staff will be trained on the school wide expectations and Class Dojo
- 2) All students will attend an SwPBS behavioral expectations assembly (K-2 and 3-5)

Person Responsible: Karen Meyer (karen.meyer@palmbeachschools.org)

By When: 1) Staff training during prior to students arriving on campus for the FY24 school year (preschool professional development). Follow up and clarifications on a monthly basis during faculty meetings. 2) Student SwPBS assemblies will held by the end of the first 6 weeks of school. A mid year assembly will be held to review expectations in January.