Banyan Creek Elementary School

2022-23 Schoolwide Improvement Plan

Table of Contents

Banyan Creek Elementary School

4243 SABAL LAKES RD, Delray Beach, FL 33445

https://bces.palmbeachschools.org

Demographics

Principal: Gerald Riopelle   Start Date for this Principal: 7/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Other School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	86%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2021-22: A (69%) 2020-21: (52%) 2019-20: A (68%) 2017-18: A (62%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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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)
Other School PK-5	No	86%

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

School Grades History

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

School Board Approval

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SIP Authority

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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.

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

Provide the school's vision statement.

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

School Leadership Team

Membership
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
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.
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. SAC Chair
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.
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.
Robinson, Raquel	Teacher, K-12	Team leader in charge of supporting fine arts with standards-based instruction, leading PLC's and PLCP's and supporting school wide initiatives.
Pierre, Claureine	Teacher, K-12	Team leader in charge of supporting first grade with standards-based instruction, leading PLC's and PLCP's and supporting school wide initiatives.
Mason, Kelly	Teacher, K-12	Team leader in charge of supporting kindergarten with standards-based instruction, leading PLC's and PLCP's and supporting school wide initiatives.
Godfrey, Stephanie	Teacher, K-12	Team leader in charge of supporting kindergarten with standards-based instruction, leading PLC's and PLCP's and supporting school wide initiatives.
Engelman, Jaime	Teacher, K-12	Team leader in charge of supporting kindergarten with standards-based instruction, leading PLC's and PLCP's and supporting school wide initiatives.

Demographic Information

Principal start date
Sunday 7/1/2018, Gerald Riopelle

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.*

8

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.*

28

Total number of teacher positions allocated to the school

65

Total number of students enrolled at the school

847

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

13

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

9

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	24	31	28	17	20	0	0	0	0	0	0	0	120
One or more suspensions	0	3	1	4	0	6	0	0	0	0	0	0	0	14
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	13	24	15	0	0	0	0	0	0	0	52
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	2	31	0	0	0	0	0	0	0	33
Number of students with a substantial reading deficiency	1	10	11	18	9	16	0	0	0	0	0	0	0	65

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	0	18	25	31	24	29	0	0	0	0	0	0	0	127

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	0	0	1	13	0	0	0	0	0	0	0	0	0	14
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 9/12/2022

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	15	25	30	36	41	0	0	0	0	0	0	0	147

The number of students identified as retainees:

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	15	25	30	36	41	0	0	0	0	0	0	0	147

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	1	13	0	0	0	0	0	0	0	0	0	14
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	69%			65%			71%		57%
ELA Learning Gains	75%			61%			73%		57%
ELA Lowest 25th Percentile	64%			50%			56%		51%
Math Achievement	68%			63%			78%		60%
Math Learning Gains	77%			43%			74%		59%
Math Lowest 25th Percentile	72%			33%			68%		50%
Science Achievement	61%			48%			53%		55%
Social Studies Achievement									74%

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	59%	54%	5%	58%	1%
Cohort Comparison		0%				
04	2022					
	2019	82%	62%	20%	58%	24%
Cohort Comparison		-59%				
05	2022					
	2019	66%	59%	7%	56%	10%
Cohort Comparison		-82%				

				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	75%	65%	10%	62%	13%
Cohort Comparison		0%				
04	2022					
	2019	83%	67%	16%	64%	19%
Cohort Comparison		-75%				
05	2022					
	2019	70%	65%	5%	60%	10%
Cohort Comparison		-83%				

				SCIENCE		
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	52%	51%	1%	53%	-1%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

BIOLOGY EOC						
Year	School	District	School Minus District	State	School Minus State	
2022						
2019						
CIVICS EOC						
Year	School	District	School Minus District	State	School Minus State	
2022						
2019						
HISTORY EOC						
Year	School	District	School Minus District	State	School Minus State	
2022						
2019						
ALGEBRA EOC						
Year	School	District	School Minus District	State	School Minus State	
2022						
2019						
GEOMETRY EOC						
Year	School	District	School Minus District	State	School Minus State	
2022						
2019						

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	36	51	50	38	59	57	32				
ELL	41	65	57	40	72	73	38				
ASN	80			90							
BLK	55	75	63	51	77	76	47				
HSP	67	63	64	66	69	67	45				
MUL	83			67							
WHT	84	81		88	83		80				

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
2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
FRL	59	70	62	56	73	71	51				

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
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	29	41	38	24	22	26	13				
ELL	43	65		49	42		33				
ASN	83			94							
BLK	46	56	57	44	38	35	19				
HSP	62	62		59	33		45				
MUL	93			93							
WHT	85	62		79	46		75				
FRL	54	63	52	50	42	34	38				

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											
SWD	38	61	52	46	66	64	14				
ELL	52	62	61	59	71	68	32				
ASN	95	82		100	82						
BLK	52	66	52	63	67	69	34				
HSP	77	79		83	75		56				
MUL	84	62		95	77						
WHT	85	79	60	89	81	65	75				
FRL	57	67	53	67	70	64	41				

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)	N/A
OVERALL Federal Index – All Students	68
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	57
Total Points Earned for the Federal Index	543
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	46
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	55
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	85
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	62
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	66
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	75
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	83
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	62
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?

When compared to 2019 data, all proficiency levels increased anywhere from 4%-14%. Science proficiency increased by 8%, math learning gains improved by 3% with an increase in math low 25% by 4%. ELA learning gains improved by 2% with an increase in ELA low 25% by 8%. When data is compared to 2021, All overall learning gains and all low 25% learning gains increased anywhere from 14% to 39%. Third grade math proficiency increased by 7%, fourth grade: All six segments improved 1-53% with the largest increase coming in overall learning gains. Fifth grade improved in all seven segments from 5%-39% with the largest increase in math learning gains and low 23% math.

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

FY22 3rd grade data showed a 5% decrease in ELA proficiency while 4th grade had a 3% decrease in ELA proficiency for SWD's, 4% decrease in math proficiency for SWD's, and a 7% decrease in low 25% learning gains for SWD's.

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

Possible contributing factors include continued learning loss from COVID interruptions. New actions include a tutorial program which will be offered to all 2-5 students in need of remediation. Additionally, we will be placing a new focus on reading interventions for our students who scored a level 2 on the FY22 FSA.

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

Fourth grade math gains showed a 53% increase over 2021 and fifth grade low 25% made a 39% gain in math.
When compared to 2021, data showed an increase in all school-wide proficiency ratings and learning gain cells from 4%-39%.

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

Possible contributing factors include, additional classroom instructional time by doubling down small group intervention for the SWD, low 25% and ESE/ELL students. Additional math services were provided during iii time and data was tracked weekly among those groups. Patterns of growth/struggle were monitored and interventions adjusted based on data. Tutorial programs were differentiated and lesson plans were assigned to meet the needs of students performing at indicated levels. During PLCs, data analysis took place and teachers were provided trainings to enhance their math block planning.

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

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

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

Professional development will be provided to teachers from district level support staff to advise on implementation of Rally and other available resources. We will provide in house training on intervention groups and accurate tracking of data while utilizing Professional Learning Communities (PLC) to build capacity within each grade level. Teachers will participate in ongoing professional development based on their personal needs analysis as well as needs as they arise.

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

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

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities 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 critical need from the data reviewed.	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 indicates a lack of reading proficiency. Based on FY22 FSA results, 3rd grade ELA indicated a 5% decrease from 66% to 61%.
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 reading proficiency by 5%, as measured by the Florida Assessment of Student Thinking during the FY23 school year. This will result in a 66% proficiency level within third grade.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monitoring will be ongoing through professional learning community (PLC) meetings where assessment data will be analyzed for trends to drive further instruction. Teachers will implement a secondary benchmark calendar based during small group instruction based on identified needs. Students will take the 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 Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	1.) Differentiated small group instruction in all subject areas will support all learners at varying abilities. 2.) Blended learning environments featuring the i-Ready system with adaptive technology will meet students at their level and provide 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.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific	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.

**strategy.
Describe the resources/ criteria used for selecting this strategy.**

4.) Collaboration and data analysis via common planning and PLCs; unpacking of standards via Professional Learning Communities and common planning ensures all students' individual needs are met through differentiated instruction.

Action Steps to Implement
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 instructional groups based on data trends and student needs.
3.) Teachers will be trained on when to implement Progress Monitoring Plans or refer to Problem Solving School Based Team for students who are not making adequate growth using research based interventions.
4.) Teachers will be trained to implement innovative techniques and strategies to include culturally responsive pedagogy and multi-modality lessons to include all learners.

Person Responsible

Jeannie Placil (jeannie.placil@palmbeachschools.cor)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	After reviewing a breakdown of FY22 FSA data it was determined that our SWD students in 4th grade showed a 4% decrease in math proficiency.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Our fourth grade Math proficiency for SWD students will increase by 4% over last FY22 FSA data 35% to 31%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monitoring will be ongoing through professional learning community (PLC) meetings where assessment data will be analyzed for trends to drive further instruction. Teachers will implement a secondary benchmark calendar based during small group instruction based on identified needs. Students will take the PM1, PM2, along with the i-Ready diagnostic math assessment throughout the school year, progress will be monitored based on this data. In addition, students will identified math deficiencies will receive additional small group instruction and progress monitoring towards individual goals.
Person responsible for monitoring outcome:	Jeannie Placil (jeannie.placil@palmbeachschools.cor)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	1. Small group differentiated instruction to meet the needs of specific subgroup (SWD) students. 2. Support staff will use MTSS evidence based strategies for small group math remediation. 3. PLC meetings will address math standards and data analysis of PM's, USA's and assessments to help identify specific needs of identified SWD students. 4. After school tutorial to focus on specific math standards.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific	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. Bell Ringer activities to allow for review of content and/or introduction of material. 3. Collaboration and data analysis via common planning and PLCs; unpacking of standards via Professional Learning Communities and common planning ensures all students' individual needs are met through differentiated instruction. 4.Tutorial programs using data analysis and standards will provide the remediation and

strategy.
Describe the resources/ criteria used for selecting this strategy.

enrichment that our students need to be successful.
5. Front loading content enables students to build prior knowledge and fully engage when content is presented during lessons.

Action Steps to Implement
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 math data from multiple sources to determine strengths and weaknesses and make informed instructional decisions.
2.) Teachers will create math instructional groups based on data trends and student needs.
3.) Teachers will be trained on when to implement Progress Monitoring Plans or refer to Problem Solving School Based Team for students who are not making adequate growth using research based interventions.
4.) Teachers will be trained to implement innovative techniques and strategies to include culturally responsive pedagogy and multi-modality lessons to include all learners.

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

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 Creek integrates a Single School Culture by sharing our Universal Guidelines for Success and communicating expectations to parents, and monitoring SwPBS data. Our SWPBS Team created a behavior matrix and posted expectation posters throughout the school. School-wide Positive Behavior is used to encourage students' academic and behavioral success. Students receive positive office referrals, certificates, individual rewards, and other incentives. We utilize Class DoJo (a positive, digital behavior platform that connects families and classrooms with real time data) school-wide as a consistent mode of parent communication.

To highlight staff contributions to students' success, the School-wide Positive Behavior Team provides incentives to staff throughout the year for going above and beyond. Additionally, our school enjoys community support for our staff from a local organization, Roots & Wings. This organization provides awards/incentives for staff members who have been nominated by their colleagues for going "above and beyond" in the classroom.

Banyan Creek utilizes the first fifteen minutes of each day to teach SEL (social emotional learning) which cultivates a caring, participatory, and equitable learning environment involving all students in their social, emotional, and academic growth. The goal is to prepare students for long-term success in life and to become responsible, caring citizens in our multicultural society. This curriculum also integrate Hispanic Heritage, Native American Heritage, Black History, Bullying Prevention, Holocaust studies and remembrance, Haitian Heritage, and Women's History to promote school-wide cultural diversity. In alignment, to school board 2.09 and Florida State statute 1003.42, our school highlights multicultural diversity within the curriculum and the arts. Additionally, we host parent/family multicultural nights called Parent Leadership Council meetings two times each year.

Additionally, Banyan Creek has implemented mental health lessons as mandated by the state of Florida through utilization of the Suite 360 platform. These lessons are delivered/facilitated by our media specialist. Suite 360's curriculum ensures that the five-hour state mandated instruction related to youth mental health and awareness is administered correctly and provides Banyan Creek's students the opportunity to participate in high quality, grade appropriate mental health awareness topics.

Banyan Creek's students benefits from the support of our School Behavioral Health Professional (SBHP). She is available to meet the behavioral and mental health needs of our students. It is currently funded through local referendum dollars. Our SBHP also works closely with families experiencing homelessness by providing additional resources (e.g., clothing, backpacks, supplies) to students/families in this situation. Our Case Manager and School Counselors work in partnership with families and the District McKinney-Vento liaison to ensure the needs of these families and students are met. The School Behavioral Health Professional (SBHP) supports the behavioral and mental health of students. The SBHP position started for the 2019-2020 school year as part of the Marjory Stoneman Douglas High School Public Safety Act to have more mental health professionals in schools and is funded through local referendum dollars.

We consistently instill citizenship through our Safety Patrols, this group consists of 5th grade students who are responsible, respectful, and set a good example for others. Their responsibility is to model good behavior while patrolling common areas before and after school.

Banyan Creek provides many avenues for the faculty to feel supported by leadership. The Educator Support Program (ESP) is provided to teachers who are new to Banyan Creek. This program provides a new teacher with a veteran, mentor or buddy teacher to ensure his/her success at Banyan Creek. The School-wide Positive Behavior Support (SwPBS) committee ensures that a positive school climate makes Banyan Creek a great place to teach and learn. The Social Committee recognizes special occasions in staff member's lives, and the Professional Development (PD) team ensures collegiality and continuous improvement occur in teaching and learning to maximize student achievement. Research shows that the number one predictor of student success is teacher quality. These supports all contribute to the all around well being of our staff members.

All aspects of Florida Statute 1103.42 (a-t), Statute 683.1455, Statute 1003.421 and Statute 1008-447118y, and S.B. Policy 2.09 (8)(b)(ii)) are addressed in our curriculum. With regards to the statutes the curriculum that is taught includes the history of and content of the Declaration of Independence, the Constitution, history of United States and the flag, the sacrifices of Veterans, the elements of government, the study of Hispanic contributions and women's contributions to the United States, the history of African Americans including the history of African people, and the history of the Holocaust as the systematic planned annihilation of European Jews and other groups by Nazi Germany.

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

Our school's guidance counselor, along with our co-located therapist, and behavioral health specialist, work together to facilitate the implementation of Safe and Drug Free School initiatives such as Red Ribbon Week

and other similar programs designed to prevent violence. These initiative are implemented on an ongoing basis. These staff members and programs work in concert to prevent the use of alcohol, tobacco, and drugs, as well as to foster a safe, drug free learning environment which supports student wellness, achievement, and appreciation for diversity.

The school nurse works with our cafeteria manger to provide support and nutrition information for those students who have food allergies or have been diagnosed with diabetes.

Our ESOL Contact works in conjunction with the District's Multicultural Department to ensure the implementation of programs and services designed to improve the academic success of our English Language Learners.

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

Teachers:
All teachers at Banyan Creek introduce and implement the school-wide behavioral matrix (PAWS) to their students by explicitly teaching the expected behaviors for various areas of the school. They continuously reinforce Positive Behavior, Achiever Attitude, Willingness to Learn, and Safe Choices through the implementation of Class Dojo.

SwPBS Team: Jeannie Placil (Administrative Representative), Devon Cannady (Internal Coach), Dawn Cevallos (Co-Chair), and Arsadia Walker (Co-Chair). This team ensures that a positive school climate makes Banyan Creek a great place to teach and learn.

Professional Development: Michelle Saunders (Chair) Ensures that collegiality and continuous improvement occur in teaching and learning to maximize student achievement.

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

Families:
Banyan Creek wants to ensure all family members have a voice and feel supported throughout their child's educational journey. The School Advisory Council (SAC) encourages all families to attend the monthly meetings to hear first hand from administration about the school's achievement goals and partner in making school decisions. Banyan Creek has a robust PTA that supports students and teachers in making Banyan Creek a great community of teachers and students. Proceeds from PTA sponsored events pay for additional student costs such as field trips and subscriptions to learning materials. Banyan Creek provides parent workshops to help parents better understand our new statewide progress monitoring assessment system, English Language Learner Support, and kindergarten readiness. Banyan Creek has a dynamic communication plan that includes regularly updating our school's website, sending emails, parent links, newsletters, and text messages (in multiple languages) to keep families informed. Banyan Creek enjoys an ongoing relationship with the Delray Beach Education Board and participates in their sponsored community events

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