The School District of Palm Beach County

BANYAN CREEK ELEMENTARY SCHOOL

2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan was approved by the Palm Beach County School Board on October 23, 2024.

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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. 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.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Gerald Riopelle

Position Title

Principal

Job Duties and Responsibilities

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 will 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

Leadership Team Member #2

Employee's Name

Teresa Girolmetti

Position Title
Assistant Principal

Job Duties and Responsibilities

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.

Leadership Team Member #3

Employee's Name
Karen Meyer

Position Title
SSCC

Job Duties and Responsibilities

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

Leadership Team Member #4

Employee's Name

Position Title

Job Duties and Responsibilities
No Answer Entered

Leadership Team Member #5

Employee's Name
Michelle Saunders

Position Title
SAI Teacher

Job Duties and Responsibilities

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.

Leadership Team Member #6

Employee's Name
Elizabeth Burger

Position Title
ESE / Gifted Coordinator

Job Duties and Responsibilities

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

Leadership Team Member #7

Employee's Name
Cara Aiello

Position Title
School Counselor

Job Duties and Responsibilities

Providing support to students in relation to social emotional support, part of the school leadership team, and supports school-wide initiatives.

Leadership Team Member #8

Employee's Name

Position Title

Job Duties and Responsibilities
No Answer Entered

Leadership Team Member #9

Employee's Name

Raquel Robinson

Position Title

Teacher, K-12

Job Duties and Responsibilities

 Team leader in charge of supporting fine arts with standards-based instruction, leading PLC's and PLCP's and supporting school wide initiatives.

Leadership Team Member #10

Employee's Name

Mason, Kelly

Position Title

Teacher, K-12

Job Duties and Responsibilities

 Team leader in charge of supporting fine arts with standards-based instruction, leading PLC's and PLCP's and supporting school wide initiatives.

Leadership Team Member #11

Employee's Name

Godfrey, Stephanie

Position Title

Teacher, K-12

Job Duties and Responsibilities

 Team leader in charge of supporting fine arts with standards-based instruction, leading PLC's and PLCP's and supporting school wide initiatives

C. Stakeholder Involvement and Monitoring

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. *(ESEA 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. During SAC meetings and faculty meetings in April, a Comprehensive Needs Assessment was completed with the Administrative Team, Faculty members and Community. These results were evaluated and utilized to create the Schoolwide Plan, Parent and Family Engagement Plan and Parent Compact for FY25. Once the FAST PM 3 results were obtained, the data was reviewed to create schoolwide WIGS. Data and WIGs were shared with community and staff via the SAC meeting in August, PTA meeting, and faculty meeting. Goals were shared and input was collected to finalize these goals for FY25. Title 1 meeting was held in August and development of SIP was shared. Parents and community were invited, including business partners.

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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. *(ESEA 1114(b)(3))*

The SIP, budget, and SWP will be presented during the monthly SAC meeting as well as during the Title 1 Annual Parent Night in August 2024. 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.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **PK-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2023-24 TITLE I SCHOOL STATUS	**YES**
2023-24 MINORITY RATE	**66.1%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**85.2%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 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.*	**2023-24: B** **2022-23: B*** **2021-22: A** **2020-21:** **2019-20:**

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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 school days		29	41	20	14	23				127
One or more suspensions		3	9	1	4	9				26
Course failure in English Language Arts (ELA)		0	0	0	0	0				0
Course failure in Math		0	0	0	0	0				0
Level 1 on statewide ELA assessment		24	46	37	12	36				155
Level 1 on statewide Math assessment		22	26	39	16	24				127
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	0	4	3						7
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	0	3					3

Current Year 2024-25

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		21	42	40	49	25				177

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	0	0	6	0	0				6
Students retained two or more times	0	0	0	0	0	0				0

Prior Year (2023-24) As Last 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 school days		40	32	28	16	18				134
One or more suspensions		3		2	7	2				14
Course failure in ELA		31	52	42	46	23				194
Course failure in Math		11	43	42	49	23				168
Level 1 on statewide ELA assessment				9	28	16				53
Level 1 on statewide Math assessment				8	31	17				56
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	12	6	9	9						80

Prior Year (2023-24) As Last Reported (pre-populated)

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		21	42	40	49	25				177

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	63	58	57	61	53	53	69	59	56
ELA Grade 3 Achievement **	66	58	58	52	51	53			
ELA Learning Gains	58	63	60				75	64	
ELA Learning Gains Lowest 25%	51	60	57						
Math Achievement *	65	63	62	62	57	59	68	53	50
Math Learning Gains	71	65	62				77		
Math Learning Gains Lowest 25%	61	57	52				72		
Science Achievement *	48	57	57	57	54	54	61	59	59
Social Studies Achievement *								66	64
Middle School Acceleration								54	52
Graduation Rate								47	50
College and Career Readiness									80
ELP Progress	81	61	61	39	56	59	57		

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	63%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	564
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	**2022-23**	**2021-22**	**2020-21**	**2019-20***	**2018-19**	**2017-18**
63%	58%	68%	53%		68%	63%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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%
Students With Disabilities	47%	No		
English Language Learners	51%	No		
Asian Students	82%	No		
Black/African American Students	52%	No		
Hispanic Students	71%	No		
Multiracial Students	66%	No		
White Students	70%	No		
Economically Disadvantaged Students	57%	No		

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%
Students With Disabilities	26%	Yes	1	1
English Language Learners	39%	Yes	1	
Asian Students	81%	No		
Black/African American Students	43%	No		
Hispanic Students	60%	No		
White Students	74%	No		
Economically Disadvantaged Students	47%	No		

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%
Students With Disabilities	46%	No		

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%
English Language Learners	55%	No		
Native American Students				
Asian Students	85%	No		
Black/African American Students	62%	No		
Hispanic Students	66%	No		
Multiracial Students	75%	No		
Pacific Islander Students				
White Students	83%	No		
Economically Disadvantaged Students	62%	No		

D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	63%	66%	58%	51%	65%	71%	61%	48%					81%
Students With Disabilities	33%	40%	44%	47%	42%	59%	59%	17%					79%
English Language Learners	40%	35%	59%	65%	44%	62%	54%	19%					81%
Asian Students	73%				91%								
Black/African American Students	45%	50%	51%	48%	48%	64%	60%	23%					83%
Hispanic Students	71%	68%	67%		72%	74%		68%					75%
Multiracial Students	62%				69%								
White Students	76%	83%	62%	60%	76%	73%	69%	59%					
Economically Disadvantaged Students	54%	61%	53%	49%	57%	67%	63%	28%					85%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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%	52%			62%			57%					39%
Students With Disabilities	20%	18%			35%			12%					45%
English Language Learners	39%	24%			39%			33%					58%
Asian Students	77%				85%								
Black/African American Students	44%	38%			41%			31%					60%
Hispanic Students	70%	53%			68%			58%					50%
White Students	72%	63%			76%			83%					
Economically Disadvantaged Students	50%	37%			50%			42%					57%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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%
English Language Learners	41%		65%	57%	40%	72%	73%	38%					57%
Students With Disabilities	36%		51%	50%	38%	59%	57%	32%					44%
Native American Students													
Asian Students	80%				90%								
Black/African American Students	55%		75%	63%	51%	77%	76%	47%					48%
Hispanic Students	67%		63%	64%	66%	69%	67%	45%					86%
Multiracial Students	83%				67%								
Pacific Islander Students													
White Students	84%		81%		88%	83%		80%					
Economically Disadvantaged Students	59%		70%	62%	56%	73%	71%	51%					55%

E. 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.

		2023-24 SPRING				
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	65%	54%	11%	55%	10%
Ela	4	56%	52%	4%	53%	3%
Ela	5	60%	57%	3%	55%	5%
Math	3	57%	59%	-2%	60%	-3%
Math	4	59%	50%	9%	58%	1%
Math	5	66%	58%	8%	56%	10%
Math	6	100%	60%	40%	56%	44%
Science	5	45%	53%	-8%	53%	-8%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

The 3rd grade ELA FAST PM3 demonstrated a 17% increase in proficiency during the FY24 school year from 49% proficient on FY23 FAST ELA PM3 to 66% proficient on FY24 FAST ELA PM3. This was achieved through the streamlined implementation of note taking strategies, instruction in Technology Enhanced Items (TEI) to prepare students for the types of questions on the FAST assessment and how to use the platform, and explicitly taught comprehension strategies.

These teaching techniques and strategies were reviewed, successes were shared and struggles were overcome through Professional Learning Community (PLC) meetings held biweekly with the grade level classroom teachers, support staff and administrative guidance and support. Implementation of these strategies was consistent in all classrooms and supported by push-in support teachers, including ESE, ELL and reading resource.

During PLC meetings data was analyzed from all unit assessments, i-Ready diagnostics, FAST PM1 and PM2. Teachers implemented ongoing secondary benchmark calendars where standards were retaught based on the needs of the students in the classroom. These reteaching strategies varied from the utilization of morning work, whole group reteach, and small group reteach. Mini-assessments were given in the form of exit tickets to monitor standard mastery.

In addition, ELA tutorials for students performing below grade level began in January and continued to PM3 testing. Students were strategically placed in tutorial group based on individual areas of need to ensure success.

Lowest Performance

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

During the FY24 school year both the Students with Disabilities (SWD) and the English Language Learner (ELL) population at Banyan Creek preformed below the 42% ESSA threshold for proficiency. Three cells in the SWD category were significantly below the threshold, 33% ELA, 40% 3rd grade, and 17% Science. ELL demonstrated a significant level of 19% proficiency in Science. There has been a demographic shift at Banyan Creek increasing the ELL population requiring an additional ELL position during the FY24 school year. One of the two ELL support staff had many absences due to personal reasons causing disruptions in providing services to her caseload of students. Additionally,

ESE support was inconsistent with attending PLC and sharing effective strategies with one another.

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

5th grade science dropped from 56% to 48%. Contributing factors to this decline were:

1. A 5th grade math/science classroom began the year with a substitute due to a late hire. The new teacher began in late September and was out for the remainder of the year beginning in December. This left 44 students with a substitute teacher that was not a master of curriculum content.

2. Student performance on FSQs, USAs, and the district diagnostic assessment were not consistent with performance on FAST PM3.

One key trend is that primary teachers are not ensuring mastery of Fair Game Benchmarks.

Greatest Gap
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.

Science had the greatest gap when compared to the state average. Fifth grade science proficiency was 48%, 6% lower than the state average of 54%. A contributing factor to this was the inconsistency of a fifth grade math/science teacher. The classes with this teacher performed at 30% and 18% proficiency. In addition, alignment of materials and the new online testing format, could have been contributing factors.

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

Based on the EWS data from Part 1 an area of concern is 10% or more absences, the data identifies a direct correlation to the higher numbers in specific grade levels to scores of level 1 on statewide assessments.

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

1. Overall ELA proficiency
2. Fifth grade science proficiency
3. SWD proficiency
4. ELL Science proficiency

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Florida Assessment of Student Thinking (FAST) measures English Language Arts (ELA) proficiency and also results in mandatory retention for any student who scores a level 1 in ELA in third grade. Banyan Creek has reviewed the third through fifth grade ELA FAST performance from prior years which demonstrate an area of growth.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Banyan Creek Elementary overall ELA proficiency in grades 3-5 by 3% from the FY24 to the FY25 school year, measured by the Florida Assessment for Student Thinking (FAST). This will result in 65% proficiency in ELA.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Monitoring will be ongoing throughout the school year by utilizing Professional Learning Communities (PLC) meetings where assessment data will be analyzed for trends to drive instruction. All ELA teachers implement an ongoing secondary benchmark calendar for standards identified to be retaught during small group instruction based on identified needs of students. Students will take PM1, PM2, Fall and Winter i-Ready diagnostic assessments throughout the school year, progress will be monitored based on this data. In addition, students with identified reading deficiencies will receive additional small group instruction daily and progress monitoring towards individual goals.

Person responsible for monitoring outcome
Gerald.Riopelle@palmbeachschools.org

Evidence-based Intervention:
Describe the evidence-based intervention (practices/programs) being implemented to achieve the

measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
1. Small group instruction with reteaching through utilization of secondary benchmark calendars with reteaching and assessing of identified standards 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 who have been identified below grade level in 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:
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 based remediation will provide the remediation and enrichment that our students need to be rill foundational gaps and lead to proficiency in reading.

Tier of Evidence-based Intervention:
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 to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Differentiated/Small Group Instruction

Person Monitoring:	**By When/Frequency:**
Teresa Girolmetti (teresa.girolmetti@palmbeachschools.org)	The implementation will begin in August 2024 as PLC meetings, professional development and team planning. The actions will be ongoing throughout the school year.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1.Teachers will be trained in analyzing student data from multiple sources to determine strengths and weaknesses, identify needs 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.

IV. Positive Culture and Environment

Area of Focus #1

Teacher Retention and Recruitment

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Required Instruction 1003.42 and Policy 2.09: 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. Stakeholders play a key role in school performance and addressing equity.

Beginning the FY25 school year Banyan Creek has 19 new classroom teachers. At Banyan Creek we will focus on providing ongoing support to our new teachers in order to retain these staff members. Through ongoing support of planning, preparation, and behavior management new teachers will more efficiently promote student learning. Teacher retention and recruitment was identified as a crucial need based on the data of 40% of the classroom teachers (K-5) are new to Banyan Creek this school year. Stakeholders support by creating welcoming environments for new teachers. They also provide needed materials and supplies to ensure that teacher can begin with all tools necessary to begin instruction.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Banyan Creek Elementary will retain 90% of new classroom teachers from the FY25 to FY26 school year.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Monitoring will occur through multiple avenues including the Educational Support Program (ESP) and mentoring programs on campus. In addition, voluntary bi-weekly new teacher support meetings are available for teachers to join for additional clarification and support as needs arise. New teachers are encouraged to reach out to mentors, buddies and administration.

Person responsible for monitoring outcome

Karen Meyer (karen.meyer@palmbeachschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
The Educator Support Program (ESP) is the School District of Palm Beach County's official induction, onboarding, and support program for newly hired and emerging educators. It is an exploration of instructional best practices that are universal across contents, grades, and all facets of education. ESP is not specific to a particular content, grade, or job title. The implementation of this program allows for all new teachers to have success in their area/grade level.

Rationale:
When implemented with fidelity ESP addresses all areas of need for new teachers to ensure success at the school. Feedback is provided for individual needs and support is given to teachers.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action Step #1
New Teacher Support

Person Monitoring:	**By When/Frequency:**
Karen Meyer	The implementation will begin in August 2023 and will be ongoing throughout the school year.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. All new teachers will be assigned a mentor or buddy teacher based on their teaching experience.
2. All new teachers will be assigned an administrator or member of the leadership team for additional support. 3. Teachers, mentors, buddies and administration will use a new teacher tracker in the form of a Google Document to streamline support requests, observations, additional needs, determining next steps and follow ups. This will ensure all new teachers receive the support needed to be successful.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

https://www.palmbeachschools.org/banyancreekelementary

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

Banyan Creek builds relationships with parents, families, and community members through multiple avenues. Parents are welcomed at the beginning of the year at our annual Meet the Teacher event where they visit their child's classroom, meet the teacher, and see the school campus. Additionally, parents, families, and community members are invited to monthly SAC meetings where schoolwide data is reviewed. Banyan Creek utilizes Class Dojo schoolwide to allow for ongoing communication between parents and teachers. in addition, curriculum night, literacy night, STEM night , and annual testing nights are held to keep parents and families informed on curriculum and standards.

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)ii))

Academic programming at Banyan Creek will strenghtnen through the evaluation of classroom systems, establishing criteria for core adacemics, and monitoring data through PLCs. Classroom

learning time will increase due to the establishment of Frameworks that ensure continuity through classrooms. The quality of learning will be addressed in PLCs as the teachers will be supported with best practices. ESE/ESOL and gifted programs will also have dedicated PLCs to address the specific needs of these populations. ELA specific strategies that were proven effective based on data will be shared and implemented across all grade levels.

How Plan is Developed
If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

N/A

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

In alignment with the District's Strategic Plan, we enhance a sense of belonging, safety, and acceptance for all students. Our instructional priority is to use trends in student data to identify needs and support positive behaviors.

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. This is accomplished through a robust system of school-wide initiatives. A growth mindset is fostered through classroom activities and school-wide awareness. The Schoolwide Positive Behavioral Support team has established clear expectations and matrices are posted around campus. Every member of the Banyan Creek faculty has the ability to reward students who are following protocols. Character education takes place monthly. Teachers submit names of students demonstrating Character Traits and the principal acknowledges the accomplishment on the morning announcements. No Place for Hate is an program to be used this year to promote inclusion, respect and equity for all students on campus.

Our mental health team consists of our guidance counselor, Mental Health Co-located therapist, administration and the Behavioral 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. Mentoring is provided to all students demonstrating a need. Mentors are chosen by the student to ensure success. 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. Behavioral Interventions are tracked and monitored through a shared Google Document so that all members of the behavioral and mental health teams can have access and support students. Students are referred to the school counselor for social groups, remediation of conflicts, and individual student support for school based and personal challenges. The school counselor hosts additional small groups to support students who are experiencing divorce/separated families, grieving, stress, social skills or anxiety groups. In addition, students have the ability to place a note

indicating their need for help and support in a mailbox with the guarantee the they will receive support that day. The school counselor serves as an integral member of the Threat Management Team and is a key support for both students and families. Our Behavioral 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 create behavioral plans/behavior contracts and supports parents as well. We have a licensed mental health co-located therapist on site that is available to support our students with 12 free sessions.

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 Police Department. Students are selected to go on a shopping spree at Walmart alongside a police officer. Banyan Creek also hosts multiple food drives and distributes food in partnership with he school district McKinney Vento Program.

Preparing for Postsecondary Opportunities and the Workforce
Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

Banyan Creek has built community business partnerships that work with students to share career options/opportunities. Carver Middle School holds a "pep rally" to get students excited about going to middle school, and explain the opportunities available. This information, along with choice program info, is presented to parents at Choice Night where facilitators support the presentation.

Banyan Creek is currently in the process of working with feeder schools to integrate Banyan Creek's drumline with Carver Middle School and Atlantic Community High school's drumline for a combined performance. Banyan Creek's drumline was founded by a professional drummer who designed the program and remains as guidance.

Local business partners are invited to all Banyan Creek's afterschool events. These business foster relationships with the local workforce.

Addressing Problem Behavior and Early Intervening Services
Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

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 address problem behaviors all staff members were trained in schoolwide implementation of SIS Corrective Behavior Interventions (CBI). A team has been created to support teachers in the creation of behavior plans and reteaching of expectations.

Professional Learning and Other Activities
Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii(V)).

Professional Learning Team meetings are provided bi-weekly to support team planning and collaboration and problem solving. Teachers are supported by administration in analyzing data from USA's, FSQ's, i-Ready diagnostics, and FAST assessments. Teachers are provided support on small group instruction and the implementation of secondary benchmark calendars to support individual student needs.

Teachers are provided with LTM's, common planning times and encouraged to collaborate. Evaluations are done to determine staff needs and additional trainings are provided on campus and off. Staff is surveyed for specific concerns. All committees are open to all staff members.

Strategies to Assist Preschool Children
Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

Banyan Creek Elementary has a VPK program that hosts 36 students with a minimum of 18 students from our SAC school area. These students are exposed to rigorous academic programming that supports transition to kindergarten. The students are exposed to routines and procedures necessary for success on a K-5 campus.

Each year in May, Banyan Creek holds a Kindergarten Round-Up so that incoming kindergartners and their parents are able to meet the teachers, see the campus, and get the necessary paperwork for registration. Parents also receive helpful information about what is expected academically from their child as well as tips about helping to ensure their child is kindergarten ready upon entry on day 1. Parents are provided with a Kindergarten Readiness kit that supports the transition from Pre-K to Kindergarten

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00