
Title I Comprehensive Schoolwide Plan
BANYAN CREEK ELEMENTARY SCHOOL (1891)

ELA

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

To increase third grade ELA proficiency rates, currently at 46% proficient based on 3rd grade FAST ELA PM2. To increase school-wide ELA proficiency currently at 46% based on FAST ELA PM2. To increase the school-wide African American ELA proficiency rates, currently at 25% based on FAST ELA PM2.

2. List the root causes for the needs assessment statements you prioritized.

Teacher shortage causes larger class sizes making it difficult for teachers to service all students daily in small group differentiated instruction. Large percentage of students being taught by a teacher with less than 3 years experience (36.1%). High number of tardies and attendance issues. Teachers are reluctant to begin SBT/RtI during primary grade levels causing students foundational gaps to increase. Lack of parent capacity and knowledge of how to support learning at home. Lack of materials, resources, and technology at home to support. Lack of foundational skills (phonics, decoding strategies, vocabulary development)

3. Share possible solutions that address the root causes.

Continue to advertise and hire additional instructional staff to target students below grade level in need of additional support. Place higher needs students more strategically with more experienced teachers. Send home letters to address absences and truancy. Involve district level truancy investigators. Data monitored through PLC and teacher data chats to ensure students who are in need of SBT/RtI are identified. Professional development offered to teachers to support in implementing explicit lesson plans to support differentiated learning. Provide online materials and resources for students and parents to access in school and at home and support students at home. Provide extensive learning opportunities through afterschool tutorial programs. Continue to provide resources and materials to support learning within the classroom.

4. How will school strengthen the PFEP to support ELA?

• Communication

Weekly classroom newsletters Parent/Teacher conferences days/nights with a minimum of two required per year (in person, phone, Google Meet options) Title 1 Parent Nights Monthly SAC Meetings Parent Link callouts and emails Class Dojo

- **Parent Training**

Parent Literacy Night designed to teach parents how to support the curriculum at home. Record the training and post on Banyan Creek You Tube channel to allow parents who cannot attend to view the training. Create parent trainings that are multidisciplinary (Literacy infused into all parent trainings).

5. How will each stakeholder group strengthen the School-Parent Compact to support ELA?

- **School**

School will... Host Literacy night and other parent trainings where literacy will be infused to promote school and family connections and increase students ELA achievement. Offer after school reading tutorial for students demonstrating ELA deficiencies.

- **Students**

Students will... Complete i-Ready lessons daily with a minimum of 45 minutes weekly and a minimum of an 80% pass rate. Communicate with teachers when they are struggling with understanding an assignment of skill. Read daily

- **Parents**

Banyan Creek Parents will... Provide support at home in ELA. Attend school provided literacy trainings. Provide opportunities and encourage students to read at home. Check that homework has been completed and is ready to be turned in.

- **Staff Training**

Parent and Family Engagement Cultural awareness/sensitivity/trauma informed instruction through highly engaging lessons Continued implementation and usage with fidelity of Class Dojo Literacy Night focusing on reading foundational skills -fluency, vocabulary, and phonics, and provide families with strategies to support literacy at home.

- Accessibility

Providing accommodations to subgroups of parents: Limited English Proficiency, Disabilities, Homelessness. One place to go for information: Parent Landing Page (school calendar, upcoming events, newsletter)

Math

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

Fourth grade FAST Math PM2 data demonstrates 11% of students are proficient in Math. Overall FAST Math PM2 data demonstrates 34% of students are proficient in math. Increase ELLMath proficiency currently at 2% proficient based on FAST Math PM2.

2. List the root causes for the needs assessment statements you prioritized.

Large percentage of students being taught by a teacher with less than 3 years experience (36.1%). Parents are unsure of ways to support at home. Many of the math strategies being taught are new to the parents. Newer teachers are still learning how to teach the new strategies. Lack of foundational skills (addition, subtraction, multiplication, division skills) Lack of teacher knowledge of math standards.

3. Share possible solutions that address the root causes.

Take experience into account when placing level 1 and level 2 students. Implement math fact practice into the lower grade levels. Utilize instructional rounds for all grade levels of master teachers. Use PLC time to instruct teachers in strong math strategies to be implemented in the classroom. Create anchor charts that scaffold from grade level to grade level to match the scaffolding of Math BEST Standards. Provide professional development to teachers to implement multimodal instruction. Provide resources and materials to support learning in the classroom. Provide access to technology for use both in school and to support parents at home. Provide after school tutorial to support learning and close foundational gaps. Provide additional staff to target students below grade level in need of additional support.

4. How will school strengthen the PFEP to support Math?

- **Communication**

Weekly classroom newsletters Parent/Teacher conferences days/nights with a minimum of two required per year (in person, phone, Google Meet options) Title 1 Parent Nights Monthly SAC Meetings Parent Link callouts and emails Class Dojo

- **Parent Training**

Parent Math Night designed to teach parents how to support the curriculum at home. Record the training and post on Banyan Creek You Tube channel to allow parents who cannot attend to view the training. Create parent trainings that are multidisciplinary (Math infused into all parent trainings). Khan Academy training to equip parents with a platform to assist at home.

5. How will each stakeholder group strengthen the School-Parent Compact to support Math?

- **School**

School will... Host a Math night and other parent trainings where math will be infused to promote school and family connections and increase students math achievement. Offer after school math tutorial for students not on grade level in math.

- **Students**

Students will... Complete i-Ready lessons daily with a minimum of 45 minutes weekly and a minimum of an 80% pass rate. Communicate with teachers when they are struggling with understanding an assignment of skill. Complete Reflex math lessons to increase fluency

- **Parents**

Banyan Creek Parents will... Provide support at home in Math. Attend school provided math trainings/parent nights. Provide opportunities and encourage students to practice math fact fluency at home. Check that homework has been completed and is ready to be turned in.

- **Staff Training**

Parent and Family Engagement Cultural awareness/sensitivity/trauma informed instruction through highly engaging lessons Continued implementation and usage with fidelity of Class Dojo Teachers will be trained on how to build parent capacity during Math Night focusing on foundational skills (basic facts for addition, subtraction, multiplication, and division)

- **Accessibility**

Providing accommodations to subgroups of parents: Limited English Proficiency, Disabilities, Homelessness. One place to go for information: Parent Landing Page (school calendar, upcoming events, newsletter) available in all three languages represented (English, Spanish, Haitian Creole)

Science

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

Based on Winter Diagnostic 47% of 5th grade students are proficient in Science.

2. List the root causes for the needs assessment statements you prioritized.

There is limited time in the school day for science instruction and it is often part of the day where children are pulled out for additional intervention services. Due to master scheduling many grade levels do not have the entire allotted time to teach science due to transitions and lunches. No dedicated units for Nature of Science Standards- they are infused into other lessons. Life Science is tested heavily on the 5th grade statewide science assessment and is taught early in 4th grade as a fair game benchmark. Lack of knowledge of science standards by teachers and parents.

3. Share possible solutions that address the root causes.

Teach science in all grade levels with fidelity. Fine Arts implementation of thematic units to support science standards and instruction. Analyze the master schedule to see if any additional time could be allotted for science. Provide access to technology for students and to support parents at home. Professional development for teacher to implement explicit lessons. Provide parent training (STEM Nights). Provide opportunities for students to participate in hands on activities. Provide resources for students to engage in learning.

4. How will school strengthen the PFEP to support Science?

- **Communication**

Weekly classroom newsletters Parent/Teacher conferences days/nights with a minimum of two required per year (in person, phone, Google Meet options) Title 1 Parent Nights Monthly SAC Meetings Parent Link callouts and emails Class Dojo

- **Parent Training**

Parent STEM night designed to teach parents how to support the curriculum at home. Record the training and post on Banyan Creek You Tube channel to allow parents who cannot attend to view the training. Create parent trainings that are multidisciplinary (Science infused into all parent trainings).

5. How will each stakeholder group strengthen the School-Parent Compact to support Science?

- **School**

School will... Host a STEM night and other parent trainings where science will be infused to promote school and family connections and increase students math achievement. Offer after school science tutorial for students not on grade level in science.

- **Students**

Students will... Communicate with teachers when they are struggling with understanding an assignment of skill. Complete science homework

- **Parents**

Banyan Creek Parents will... Provide support at home in Science. Attend school provided science (STEM) trainings/parent nights. Check that homework has been completed and is ready to be turned in.

- Staff Training

Parent and Family Engagement Cultural awareness/sensitivity/trauma informed instruction through highly engaging lessons Continued implementation and usage with fidelity of Class Dojo Teachers will be trained on how to build parent capacity during Science/STEM Night to support Science/STEM Night focusing on science foundational skills (science vocabulary and concept knowledge)

- Accessibility

Providing accommodations to subgroups of parents: Limited English Proficiency, Disabilities, Homelessness. One place to go for information: Parent Landing Page (school calendar, upcoming events, newsletter) available in all three languages represented (English, Spanish, Haitian Creole)

Action Step: Classroom Instruction

Provide quality, focused, and differentiated support to enhance the capacity of all students in reaching and exceeding optimum academic potentials.

Budget Total: \$187,809.00

Acct Description	Description																		
Resource Teacher	SAI Reading Resource Teacher will provide support through a push-in/pull-out small group model of support to students in grades 3-5.																		
Tutorial	<table border="1"> <thead> <tr> <th>Item</th> <th>Quantity</th> <th>Rate</th> <th>Days</th> <th>Hours</th> <th>Weeks</th> <th>Certified</th> <th>Type</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Certified teachers will provide support to 3-5 grade L25 and Bubble students in all content areas afterschool to reinforce standards in a small group model of</td> <td>6</td> <td>\$37.00</td> <td>2</td> <td>1.25</td> <td>25</td> <td>Certified</td> <td>Original</td> <td>\$13,875.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	Certified teachers will provide support to 3-5 grade L25 and Bubble students in all content areas afterschool to reinforce standards in a small group model of	6	\$37.00	2	1.25	25	Certified	Original	\$13,875.00
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Acct Description	Description									
	Item support to increase student achievement. / Tentative start date Fall 2024	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
Supplies	Item Storyworks, grades 1-2 magazines to support reading Shipping- iReady Magnetic Reading iReady Magnetic Reading Workbooks for grades 3-5 to support student learning Shipping- Storyworks	Quantity 300 1 450 1	Rate \$8.75 \$320.00 \$12.75 \$262.50	Supply Type Instructional Materials Instructional Materials Instructional Materials Instructional Materials	Type Original Original Original Original	Total \$2,625.00 \$320.00 \$5,737.50 \$262.50				
Out-of-system Tutors	Item Certified Out of System teacher will provide support to 5th grade students during the day addresssing Fair Game Benchmarks and hands-on practice to increase student achievement through a push-in and pull-out model of support. / Tentative start date December 2024	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
Resource Teacher	0.5 Math Resource Teacher will provide support through a push-in/pull-out small group model of support for students in grades 3-5.									

Acct Description	Description				
Online subscription	Item	Quantity	Rate	Type	Total
	iXL Math and Science to reinforce and support standards in the classroom- Gr 5	1	\$2,064.00	Original	\$2,064.00
	Reflex Math and Science to reinforce standards Grades 2-5	1	\$4,795.00	Original	\$4,795.00
	Top Score to build consistency across grade levels to support writing - Gr 5 *NOT PURCHASING MATERIALS*	22	\$414.00	Original	\$9,108.00

Action Step: Professional Development

Promote and monitor high-quality professional learning and collaboration that increase the effectiveness of instructional staff.

Budget Total: \$94,591.00

Acct Description	Description
Single School Culture Coordinator	SSCC will provide ongoing PD to staff in grades K-5 for all content areas, PLC Facilitator, Culture building, Data Analysis, etc. 216 days

Action Step: Parent Engagement

Engage parents to increase and maximize the home to school connection, Increase publicity and communication in all native languages for all school events.

Budget Total: \$5,118.50

Acct Description	Description									
Parent Support by School Staff	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Attendance Clerk will provide support to families to increase parent engagement after school hours (parent trainings/meetings).	1	\$15.00	3	2	20	Non-Certified	Original	\$1,800.00	
Supplies	Item				Quantity	Rate	Supply Type	Type	Total	
	Chart paper markers for parent trainings/meetings				1	\$134.45	General Supplies	Original	\$134.45	
	Manipulatives for Math Night (counters, flash cards, etc.) for parent trainings per PFEP				1	\$250.00	Manipulatives	Original	\$250.00	
	Manipulatives for Literacy Night (flash cards, books, journals, etc) for parent trainings per PFEP				1	\$250.00	Manipulatives	Original	\$250.00	
	Chart paper for parent trainings/meetings				1	\$587.00	General Supplies	Original	\$587.00	
	Refreshments for parents nights (\$3.00 per parent - guidelines)				3	\$200.00	Program Supplies	Original	\$600.00	
	Copy paper to support school-home communication				5	\$44.61	General Supplies	Original	\$223.05	

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Color copy paper to support school-home communication	2	\$50.00	General Supplies	Original	\$100.00
Enrichment Contracts	Item	Quantity	Rate	Type	Total	
	Cox Science Museum will support STEM Night and facilitate hands-on practice to support and reinforce science standards (3/01/2025)	1	\$550.00	Original	\$550.00	

Mission Statement

Create one statement that communicates the vision for parent and family engagement in a motivating way. The mission statement should:

- reflect the beliefs or values the school holds regarding the importance of family engagement;
- explain the purpose of the school's Parent and Family Engagement Plan;
- be written in parent-friendly language; and
- inspire stakeholders to be engaged and supportive of the program.

1. Mission Statement

To create a partnership between school, families, and the community by providing parent training in reading, math and science that creates collaboration between all stakeholders and equips families with strategies to use at home.

Involvement of Stakeholders

Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.)

Name	Title
Gerald Riopelle	Principal
Elizabeth Burger	ESE Contact
Chris Battaglia	ESOL Contact
Michelle Saunders	SAI
Teresa Girolmetti	Assistant Principal
Karen Meyer	SSCC
Christina Orfanos	PTA President
Melanie Robinson	Parent

2. What are the procedures for selecting members representing all stakeholders? Describe the process for electing members.

All parents were invited to attend the input meeting. The schools' leadership team decided what data to use and set the meeting for staff and stakeholders' input meeting. The leadership team worked to get information out to staff, parents and the community. Invitations were sent out in three languages represented on campus (English, Spanish, and Haitian Creole) through paper copy sent home with all students, social media. The school follows district and state guidelines in SAC membership, voting and approving minutes and decisions.

3. How will stakeholders be involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP)? Include details of meeting dates and times.

CNA steps 1, 2, and 3 meetings were conducted in the Spring 2023 (3/6/23 and 3/15/23). Input from stakeholders were recorded on templates. Stakeholders are intricately tied to the development of our Schoolwide Plan as each will have a part in development, explanation to staff and parents, and facilitator of small group breakout sessions. Compliance evidence to meet the Title 1 grant requirements were submitted to the district.

4. How did stakeholders provide input as to how Title I funding will support parent and family engagement? Include the outcome.

All stakeholders provided input through their participation in the Compressive Needs Assessment. Recommendations on school parent compact and parent trainings were written in the recording template. Additionally, parent input was provided during our February SAC meeting. In summary, the stakeholders decided to allocate fundings in parent engagement, trainings, and supplies.

Name	Title
Gerald Riopelle	Principal
Teresa Girolmetti	Assistant Principal
Karen Meyer	SSCC
Michelle Saunders	SAI
Elizabeth Burger	ESE Contact
Christine Battaglia	ESOL Coordinator

Annual Parent Meeting

All parents and families are invited and encouraged to attend the Title I Annual Meeting, at a convenient time, to learn about the school's Title I programs, requirements and the rights of Title I parents.

Describe the steps the school will take to conduct an effective Annual Meeting. The meeting should inform parents about:

- What it means to be a Title I School;
- The school's Title I Schoolwide Plan;
- Parent and Family Engagement Plan, including the School-Parent Compact;
- Special programs such as Migrant Education and McKinney-Vento;
- Parent's Right-to-Know; and
- Other opportunities for parents.

1. What is the actual date, time and location of the Annual Meeting?

August 21st, 2024 6:00 PM Cafeteria

2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).

Newsletters, Parent Link callout, fliers in all three languages (English, Spanish, and Haitian Creole), school marquee, school website, PTA social media (Instagram and Facebook)

3. What resources will be prepared for the Annual Meeting? List materials or supplies needed to host the meeting.

Invitations, school-parent compact, slide presentation, pens, notebook paper, sign-in sheets, school data analysis, and smartboard. Parents will be provided with hands on and take home activities that support basic skills needed for grade level mastery.

Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to understand the value and contribution of parents/families, build ties between parents and school staff, effectively reach out to, communicate with and work with families as equal partners in order to improve student achievement.

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Having a "BLAST" with Parent Conferences

- What specific strategy, skill or program will staff learn to implement with families?

Improve communication between teachers and parents to allow for ongoing communication to share how their children are doing academically and socially at school. Through use of these strategies parents and families will have a better understanding of data and their child's strengths and areas in need of growth.

- What is the expected impact of this training on family engagement?

Family engagement will increase communication that utilizes CLFs and other available resources. Teachers will learn to effectively communicate with parents about important concerns that effect classroom cultures and bring parents in as partners in education.

- What will teachers submit as evidence of implementation?

Conference notes, test result communication, CBI forms

- Month of Training

August

- Responsible Person(s)

Teresa Girolmetti, Karen Meyer, Christine Battaglia

2. Reflection/Evaluation of Training #1

- Name and Brief Description

TBD

- Number of Participants

TBD

- What were teachers able to do as a result of the training?

TBD

- How do you know?

TBD

- What went well with the training

TBD

- What improvements would be made and what steps will you implement to make the training more effective

TBD

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Orbiting the Sphere of Parent Involvement

- What specific strategy, skill or program will staff learn to implement with families?

Using data chats to help students and parents develop an understanding of grade level benchmarks and expectations. Guiding teachers in the development of appropriate differentiated independent work and homework based on individual student needs and home support.

- What is the expected impact of this training on family engagement?

Teachers will learn how to provide support to families and utilize a variety of communication channels to share student progress. Families will be able to support students at home due to the teachers' increased understanding of differentiated homework.

- What will teachers submit as evidence of implementation?

Google classroom assignments and independent homework samples. [data chat/notes]

- Month of Training

October 14th

- Responsible Person(s)

Teresa Girolmetti, Karen Meyer, Michelle Saunders

4. Reflection/Evaluation of Training #2

- Name and Brief Description

TBD

- Number of Participants

TBD

- What were teachers able to do as a result of the training?

TBD

- How do you know?

TBD

- What went well with the training

TBD

- What improvements would be made and what steps will you implement to make the training more effective

TBD

Parent Trainings

Describe the trainings you will offer parents and families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that parents and families can use to extend learning at home, support students in meeting challenging state standards and monitor their child's academic progress.

1. Parent and Family Capacity Building Training #1

- Name of Training

Blast off to Literacy

- What specific strategy, skill or program will parents learn to implement with their children at home?

Understanding what basic skills are needed to support grade level mastery in all disciplines. Understanding what the data means and what next steps can be worked on at home to support mastery in school. Improve parent-teacher communication through the Class Dojo platform and all the resources (SLL, Behavior, etc.) available.

- Describe the interactive hands-on component of the training.

Parents will utilize everyday reading opportunities to literacy. Parents will interact with data to learn how to glean important information Parents will work with Class Dojo and learn the communication systems available Parents will learn how to monitor online platforms utilized in the classroom.

- What is the expected impact of this training on student achievement?

Students will improve the basic skill mastery needed to support learning grade level benchmarks.

- Date of Training

October, 2024

- Responsible Person(s)

Girolmetti, Meyer, Saunders, Battaglia

- Resources and Materials

Cards, Cardstock, paper, chart paper, markers, pencils, pens, nametags, manipulatives

- Amount (e.g. \$10.00)

\$250

3. Parent and Family Capacity Building Training #2

- Name of Training

Orbiting Standards Mastery

- What specific strategy, skill or program will parents learn to implement with their children at home?

Parents will learn about the resources available at home to assist their students with homework and skill mastery in ELA, math and Science. Parents will be able to understand the data available in SIS and learn to access resources to support areas of concern for their child.

- Describe the interactive hands-on component of the training.

Parents will be shown how to access student scores in SIS, delve into the meaning behind the scores, and taught where and how to access resources to support areas of concern. Parents will walk through one or two test results with staff - determining what the scores mean and what skills are mastered and which ones still need practice. Cox Science Center will come to the school and provide hands-on science activities. The school will provide print-outs of the activities for the parents to take home.

- What is the expected impact of this training on student achievement?

Parents will be able to track student progress and be able to work in partnership with school staff for student success.

- Date of Training

January, 2025

- Responsible Person(s)

Girolmetti, Meyer, Saunders, Battaglia

- Resources and Materials

Computers (for students without access on their phones); paper, pencils, pens, chart paper

- Amount (e.g. \$10.00)

\$250

5. Parent and Family Capacity Building Training #3

- Name of Training

Preparing for Splashdown

- What specific strategy, skill or program will parents learn to implement with their children at home?

Understanding High Stakes Testing through interaction of STAR and FAST platforms. Determine what skills to focus on to help their children improve past test scores utilizing PM2 data.

- Describe the interactive hands-on component of the training.

Staff will review FAST and STAR Platforms. Teacher will open a practice session and work with parents through all TEI question types. Parents will use their child's PM2 test results. Staff will explain test results components and assist parents with exploring resources available at home to help their child develop specific areas of weakness.

- What is the expected impact of this training on student achievement?

Parents will utilize their new understanding of testing platforms to assist with preparing their children for high stakes testing. In addition, parent's new understanding of test results, and resources available will help them assist their children at home.

- Date of Training

March, 2024

- Responsible Person(s)

Girolmetti, Meyer, Saunders, Battaglia

- Resources and Materials

Test scores, computers, chart paper, paper, pens, pencils, manipulatives.

- Amount (e.g. \$10.00)

\$250

Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities.

Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Development, ESOL/ELL, IDEA, Region Support, or Safe Schools

- Name of Agency

Multicultural Department

- Describe how agency/organization supports families.

Multicultural Department not only provide screening and grade level assessment of ELL students, the department also support the families by providing them with the necessary information on teaching/learning strategies and supplemental programs available for them to improve language and academic growth. In addition, technology communication systems are utilized during meetings to support and facilitate CLF communication with families.

- Based on the description list the documentation you will provide to showcase this partnership.

Meeting notes, strategies shared, photos of technology

- Frequency

Quarterly

2. Partnership #2 - List Department, Organization, or Agency

- Name of Agency

ESE Department

- Describe how agency/organization supports families.

ESE Department will provide support: Screening, assessing and getting information on teaching strategies for our teachers, students and families. ESE student data will be tracked to ensure student services are maximized in the classroom.

- Based on the description list the documentation you will provide to showcase this partnership.

Meeting notes, strategies shared, ESE teacher schedules

- Frequency

Quarterly

3. Partnership #3 - List Department, Organization, or Agency

- Name of Agency

Roots and Wings

- Describe how agency/organization supports families.

They do funding for tutorials, and positive behavior support both for teachers and students. This trickle down to families appreciating the extra academic support to students. Moreover, families will have access to community support available out there.

- Based on the description list the documentation you will provide to showcase this partnership.

Business partnership form and email communication [thank you letters and/or letters sent home].

- Frequency

Semi- annualy

Communication

After reflecting on the stakeholder input meeting, training evaluations and analysis of events, describe the process that your school will use to provide timely and easy to understand updates to parents and families on Title I programs, curriculum, assessments and student progress/proficiency level information.

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.
2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.
5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- **Description**

Our school will provide information to parents/families through a variety of means: newsletters, call outs, daily student news, fliers, school marquee (all in the home languages of our stakeholders).

- **List evidence that you will upload based on your description.**

Newsletters, translated materials and parent fliers.

- **Description**

Our school will discuss curriculum and proficiency expectations on several occasions: annual parent meeting, curriculum night, parent-teacher conferences, and parent trainings which will focus on all three main disciplines. Parent trainings will strategically guide families by focusing first on basic skills needed for standards mastery, then developing tools needed to master the standards with a final training on understanding testing platforms and how to assist their child with test preparation. All parent trainings will include interactive stations.

- **List evidence that you will upload based on your description.**

Agendas and sign in sheets for parent and curriculum nights, parent/teacher conference forms, sample proficiency data/report

- **Description**

We will inform parents about the variety of academic assessments during our SAC meetings, annual parent meeting, parent/teacher conferences, parent fliers, and parent call outs.

- **List evidence that you will upload based on your description.**

SAC Minutes, Agendas, sign-in sheets from meetings, and conferences, and copies of parent fliers. [report cards, progress reports]

- Description

We will inform parents about their opportunities to participate in decision making related to the education of their children during our SAC meetings, annual parent meeting, parent/teacher conferences, through parent fliers, and parent call outs in three languages.

- List evidence that you will upload based on your description.

SAC minutes, Agendas and sign in sheets from meetings and conferences and copies of parent fliers.

- Description

Meetings will be schedule for different times of the day. For example: 7:30AM, 3:00PM and 6:00PM.

- List evidence that you will upload based on your description.

Calendar invites, agendas, minutes of meeting, handouts.

Accessibility

It is important to address barriers that hinder families' participation in activities. After considering information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school meetings, trainings, activities and events. Describe the accommodations the school will provide for each subgroup of parents listed below.

1. Parents and families with limited English proficiency

2. Parents and families with disabilities

3. Families engaged in migratory work

4. Families experiencing homelessness

- Description

All parent communication will be available in English, as well as Haitian Creole and Spanish. Additionally, there will be both a Haitian Creole and Spanish interpreter at all school functions. Technology systems will be utilized to support CLF communication with families when available.

- List evidence that you will upload based on your description.

Copies of fliers sent home as well as interpreted sign-in sheets and sample translated materials/resources for families. [translated compact and PFEP summaries]

- Description

ADA standards for facilities are provided, ADA self closing doors, ADA ramps were in the main parking lot. If additional support for parents is needed, we will contact the district.

- List evidence that you will upload based on your description.

Photos of ramps, email to ESE Dept/Staff for support and video of self closing doors

- Description

Currently we do not have a list of families/students in this category. We will contact the District Migrant Office and request /receive guidance on the best ways to provide support when a family engaged in migratory work enters the school.

- List evidence that you will upload based on your description.

Email to Migrant Office for support, Migrant brochure of services, and sample migrant families report/data

- Description

McKinney Vento Program for families experiencing homelessness are determined upon enrollment. Parents are identified at registration and are mandated to be referred to SBT. This team will meet to determine the needs of the family to support the students educational needs. School Counselor and BHP will be in contact with the families.

- List evidence that you will upload based on your description.

MVP form, flyers, SBT notes

Other Activities

This is an optional step. List other activities, including additional parent and family trainings, which are planned to strengthen parent and family engagement at your school. Title I funds may not be used to purchase food for these activities.

1. Activity #1

- Name of Activity

N/A

- Brief Description

N/A

2. Activity #2

- Name of Activity

N/A

• Brief Description

N/A

3. Activity #3

• Name of Activity

N/A

• Brief Description

N/A

Building Non-Academic Skills

How do you build students' skills outside of academic subject areas? Include descriptions of:

- Build coping skills;
- Address social/emotional needs;
- Foster a growth mindset;
- Teach resilience and persistence;
- Promote healthy habits;
- Promote positive behavior;
- Develop students organizational skills;
- Build strong study habits;
- Build character; and/or
- Develop a sense of service for others.

1. Building Students' Non-Academic Skills

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. This includes our schoolwide positive behavior support (SwPBS) which addresses and rewards positive behaviors in all areas of the school. SwPBS has implemented a schoolwide behavior matrix and has implemented Class Dojo schoolwide. Systems are in place in the cafeteria to continue the PBS initiatives and teachers participate in school wide class compliments. Positive office referrals are awarded to students who exhibit exceptional behavior in the classroom where administration takes a photo and hangs it up in the hallway for the community to see. Our school promotes P.A.W.S which stands for Positive Behavior, Achievers Attitude, Willingness to Learn and Safe Choices. Each common area has expectations to follow as it relates to PAWS. We conduct 2 SwPBS PAWS assemblies within the year. Once in the Fall and another in the Spring to remind students of the behavioral expectations. Students' daily schedule has 10 minutes of SLL built into it so that teachers can cover mental health needs. Students work with our guidance 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 mental health 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/seperated 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 see students to assist with social skills and provided behavioral regulation strategies for behavior. She also work 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.

SBT/MTSS Implementation

Describe your implementation of a tiered model of support (SBT/MTSS):

- Identify students for tiered support;

- Determine supports needed;
- Implement support; and
- Track students' progress.

1. SBT/MTSS Implementation

At Banyan Creek, Identifying students' in need of an intervention is an ongoing and fluid process. It begins early in each school year once we begin to receive data points from standardized tests. We utilize Palm Beach County's Intervention Handbook and the Decision trees within to guide us. The decision trees are very clear as to which data point corresponds with each tiered level. Once we have the first round of students identified, we begin to match students with interventionists. We must consider who has been trained in each specific intervention as well as who has their state of Florida reading endorsement as only those teachers may work with our Tier 3 students. All of our teachers have access to a shared Google Drive which houses a variety of SBT information and printable referral packets. Teachers have been trained to complete a School Based Team referral packet for each student making insufficient academic or behavioral progress. We have several liaisons available to assist teachers with this progress if there are any questions. The referral packet requests documentation such as parental contacts, conferences, PMP's, RTI, and any prior actions taken by the teacher such as behavior contracts. In order to properly match an intervention to a student, each member of our school-based team is trained in identifying students' needs and in developing appropriate interventions which are aligned with district approved progress monitoring tools. We use the MTSS system to guide our decisions and processes. Our team meets bi-weekly to review SBT referral packets submitted by teachers as well as to monitor current students currently working within the tiered system. The goal of our team is to effectively support both teachers and students by matching the most appropriate intervention to the students' needs as well as to monitor and watch for progress and or lack of progress which may indicate a need for a change in the intervention or an additional intervention. Banyan Creek's School Based Team is led by our SAI teacher. Additional members of our team are: principal, assistant principal, homeroom teacher, guidance counselor, school psychologist, ESOL coordinator, ESE contact, SSCC, and are BHP. As part of our regular meetings, we review our real time data tracking system update by teachers at each PLC, as well as iReady, FAST, and local assessment data.

Provision of a Well-Rounded Education

How do you ensure all students are provided with a well-rounded education including enrichment opportunities? Describe:

- The process used to determine core instructional needs (data).
- How the school ensures instruction is aligned to standards.
- Opportunities to extend learning time.
- How the school connects classroom learning to real world applications

- Courses/electives that are not considered core-content.
- Courses/electives that are focused on job skills.
- How extra curricular opportunities enrich the students' education.

**The term "well-rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].*

1. Well-Rounded Education

The process used to determine core instructional needs (data)? *We utilize all means of data, including FSQs, USAs STAR/FAST, iReady and teacher observation to determine the needs of our students. We closely monitor/track their assessment data through PLCs and team meetings and make necessary adjustment the instructional calendar. We also follow the MTSS system to track their path and ensure that all students are monitored and individual needs are met. At Banyan Creek we do not limit our gifted and accelerated classes to just students who have tested gifted. How the school ensures instruction is aligned to standards? * PLC is used for standard based planning. Teachers follow an instructional calendar. Common planning takes place weekly where teachers meet to create their lessons plans. Teachers are expected to utilize the district scope and sequence. Courses/electives that are not considered core-content? Courses/electives that are focused on job skills. *As a technology Choice school all students at Banyan Creek participate in technology as a Fine Arts Rotations along with the common Fines Arts electives (Media, Music, Art and PE). In 5th grade students are given an ICT exam where they have the opportunity to graduate with a technology certification. Opportunities to extend learning time? *Afterschool tutoring is offered annually free of cost How the school connects classroom learning to real world applications. *Hands on Science experiences built into the curriculum. ELA has culminating lessons after each unit that interactive and involve experientials activities. Science STEM/Math/Literacy Nights will be held throughout the school year. How extra curricular opportunities enrich the students' education? *Various clubs are held on campus.

Post-Secondary Opportunities and Workforce Readiness

How do you build students' awareness of and readiness for post-secondary opportunities and the workforce? Consider the following examples:

- College awareness/readiness curricula and programs;
- Building pathways to rigorous coursework;
- ACT/SAT prep programs;
- Project-based learning opportunities;

- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;
- Job skills development (collaboration, critical thinking);
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

1. Post-Secondary Opportunities and Workforce Readiness

Banyan Creek Elementary offers accelerated courses in all grades. K-2 has gifted and gifted talented classes. 3-5 has AMP, gifted and gifted talented. Second Grade take the NNAT 3 which is a gifted screener to identify underrepresented populations. 5th graders take the ICT Exam (Industry Certification Test) which gives them an opportunity to enter high achieving choice schools. The certification offers students the opportunity to begin earning their certification portfolio at an earlier age. Students receive several practice tests to help prepare them for the official certification exam. During spirit weeks we promote an interest in college pride and career goals "Dress Like what you want to be when you grow up?"

Transition From Early Childhood to Elementary School

Elementary Schools: Describe the strategies used to assist preschool students in transitioning from early childhood education programs to elementary school. Consider:

- Headstart programs
- VPK on campus
- Bridges Program
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round-up
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergartners
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre-K students
- Looping from Pre-K to K
- Collaboration with local preschools to develop readiness skills

Secondary Schools: Click on the Exemption button above if this is not applicable to you.

1. Transition to Elementary School

Banyan Creek offers a variety of protocols to ensure a smooth transition. We offer a Kindergarten Round-up in the Spring. Fliers are distributed to all of the local preschools, aftercares and daycares. Families sign up for summer assessments that our teachers conduct throughout the summer so that students are properly leveled and differentiated for the beginning of the year. The School Psychologist, Behavioral Health Professional, School Counselor, ESE Coordinator and Speech-language Pathologists are present at our events to introduce themselves; provide parents with information about their services and screening information. K-RoundUp provides events that present parents with Kindergarten readiness curriculum and students day by day routines. Families receive a personal tour of the school and a Kindergarten classroom from a member of our leadership team. Parents receive Kindergarten Readiness Kits so that they can work with their child throughout the summer. The district provides kindergarten with weekly instructional videos they can access online. In addition to the kits provided by the district, Banyan Creek has 2 VPK programs which consist of students that are zoned and not zoned for our school. On-Site tours are available any time of the school year. Meet the teacher is scheduled during pre-school to give parents opportunities to see their child's teacher and the classroom. Grade level expectations and state assessments STAR are reviewed with parents. Teachers review what skills they will learn upon completion of the school year. Materials sent home consist of hands on manipulatives for Math and Reading, journals, flash cards, site words and letter recognition activities and the importance of learning how to read and write their names. In addition, leadership participates in a program to read to local pre-schools to foster community relationships.

Professional Development

In addition to Title I funded professional development listed in the CNA/Strategies section, what other opportunities are provided for teachers, tutors, paraprofessionals, and instructional coaches to improve the delivery of instruction and the use of data to support instructional decisions? Consider:

- Regional Support
- District Curriculum Support
- Conferences (AVID, content specific, STEM, AP/IB/AICE, etc)
- APTT
- Peer Observation Program using Palm Beach Model of Instruction
- Mentoring
- PAR Teacher
- Online workshops
- Professional book study
- Consultants
- Multicultural and ESE trainings

1. Professional Development

Our school utilizes our district-provided professional development options through eLearning. Additionally, we schedule trainings with companies to support purchases or initiatives we are currently implementing. For example, we purchased Heggerty, a phonemic awareness program for our primary grades and have a training scheduled in early August. We also have a robust ESP program where teachers new to our county or new to teaching are paired up with a mentor teacher during their first year. Our teachers also have the option to sign up for conferences outside our district and receive inservice credit through eLearning. Additionally our Multicultural and ESE departments have district trainings tailored for their specific educational needs and requirements.

Recruitment and Retention of Effective Educators

How do you recruit and retain effective teachers (particularly in high need subjects)? Consider:

Recruitment:

- Job Fairs
- Collaboration with HR and Region Office
- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Word of Mouth
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance

Retention:

- Orientation
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support
- School/Employee Morale
- Professional Development
- Open Door Policy
- Opportunities for part-time pay such as tutoring

1. Recruitment and Retention

In order to recruit effective educators, our school attends the county's annual job fair, collaborates with HR, looks closely at our interns a substitute teachers, and informs our teachers of new positions so they can spread the word. In respect to retention, we have an in-depth orientation program, mentoring, knowledgeable team leaders, bi-weekly grade level collaborative planning, a variety of professional development options, opportunities for part-time pay through our tutorial programs, and administration has an open door policy to encourage communication, feedback and and discussion of employee concerns. Banyan creek is enhancing the intern experience to ensure that teachers are provided a well rounded internship. Admin meets regularly with interns to build relationships and begin recruiting teachers who exemplify the mission and vision of the school.