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

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# 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 31% To increase overall school ELA proficiency rates currently at 45%

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

Not enough time and staff for the amount of differentiated instruction needed Not enough of our teachers are reading endorsed To many students (27.9%) are placed with teachers with less than 3 years experience More professional development in the area of ELA More guidance/coaching in the area of ELA

## 3. Share possible solutions that address the root causes.

Additional instructional staff to target students in need of additional support Additional time available in the schedule for interventions Earlier intervention starting in kindergarten Tutors in after care to assist with homework Additional tutorials with start dates in fall Reading Coach to model best practice for teachers Professional development in the science of reading and other ELA topics Reading incentive programs and more parent engagement to support reading

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

Weekly classroom newsletters standardized schoolwide Monthly admin newsletters Parent/teacher conference days/nights schoolwide with a minimum of two required per year We will inform parents about Curriculum and proficiency levels, Academic Assessments and student progress, Opportunities to participate in decision-making and offering flexible meeting dates and times

## • Parent Training

Parent literacy nights designed to show/teach parents how to best support the curriculum at home. Both food and childcare should be provided

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

- School

School will... Host literacy nights and similar activities to promote ELA achievement Offer after school reading tutorial

- Students

Students will... read daily complete iReady ELA minutes daily reach out to teachers when they don't understand an assignment

- Parents

Banyan Creek's parents will... Support their child's learning by ensuring their children are at school on time, have plenty of rest, and proper nutrition. If a parent needs assistance in any of the aforementioned areas, they will reach out to the school for help. Parents will provide time and a quiet place for homework daily. Parents will encourage their children to read at home and will read with them and to them. Check that all homework is finished and ready to be turned in.

- Staff Training

Cultural awareness/sensitivity training survey parents as to their needs mentors available to reach out and assist parents

- Accessibility

One place to go for information (a well maintained/updated website) Parent liaison Additional para professionals to help as one-on-one support Additional morning care opportunities The school will work with district offices for support and services with migrant and homeless families. Accommodations will be provided to subgroups of parents: Limited English Proficiency, Disabilities, Migratory Work, and Homelessness

## Math

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

**1. List prioritized needs statements.**

Diagnostic data shows we are 8 points below where our target has been set in order to continue being an "A" school. Winter diagnostic data shows that only 29% of our current 3rd graders are performing at proficiency or above in math. Overall school data shows only 33% of students are scoring proficient or above which is only 1% point higher than the overall district.

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

27.9% of our level 1 and 2 proficiency students are currently being instructed by teachers with three years or less teaching experience. Parents are unsure how to support their children at home. Many math strategies are new to them. Teachers are still learning how to teach some of the new strategies.

**3. Share possible solutions that address the root causes.**

Take experience into account when placing low performing students. Have new teachers complete more observations of master teachers both here and at other schools. Math nights Banyan Creek's own You Tube math channel with videos of specific strategies. Homework help line; More parent support at home Tutors available in after-care during homework time. PD support through coaching

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

• **Communication**

Well maintained website with a math tab showing how to solve common math problems in a step by step scenario. School You Tube videos showing how to solve math problems. We inform parents about Curriculum and proficiency levels, Academic Assessments and student progress, Opportunities to participate in decision-making and offering flexible meeting dates and times

• **Parent Training**

Parent workshops scheduled at a variety of different times to accommodate work schedules. Provide child care and food at evening workshops. Parent Google Classrooms for each grade level.

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

- **School**

School will... Inform parents how to check homework against the school planner. Sponsor parent math nights Offer math tutoring after school

- **Students**

Students will... Communicate with teachers when they don't understand a math concept. Share daily planners and homework with parents. Complete the daily assigned iReady minutes Complete assigned homework

- **Parents**

Parents will... Check homework nightly as well as assigned iReady minutes. Contact the teacher as soon as they see their child struggling.

- **Staff Training**

Cultural awareness/sensitivity training survey parents as to their needs mentors available to reach out and assist parents

- **Accessibility**

One place to go for information (a well maintained/updated website) Parent liaison Additional para professionals to help as one-on-one support Additional morning care opportunities The school will work with district offices for support and services with migrant and homeless families. Accommodations will be provided to subgroups of parents: Limited English Proficiency, Disabilities, Migratory Work, and Homelessness

## **Science**

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

### **1. List prioritized needs statements.**

Winter diagnostic data shows we are 14 points below our target for FY23. Our target is 63% proficiency and we are currently at 49%.

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

There is limited time in our schedules for science and it is the part of the day where children are often pulled out for interventions or speech and language services. Due to scheduling, many times teachers do not get their entire allotted time originally scheduled due to hallway transitions and lunches.

**3. Share possible solutions that address the root causes.**

Add science back onto the fine arts wheel. Add an additional fifteen minutes to the master schedule for science instruction. Analyze Master schedule to see if there is any additional time that could be used for science instruction. Science tutorial/boot camp. Science Night Science Fair

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

**• Communication**

Weekly classroom newsletters standardized schoolwide Monthly admin newsletters Well maintained website with a math tab showing how to solve common math problems in a step by step scenario. School You Tube videos showing how to solve math problems.

**• Parent Training**

Parent workshops scheduled at a variety of different times to accommodate work schedules. Provide child care and food at evening workshops. Parent Google Classrooms for each grade level. STEM Nights

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

**• School**

School will...Host science activity night Promote an annual science fair offer science tutoring after school

**• Students**

Students will... Communicate with teachers and parents when they don't understand a science concept.

- **Parents**

Parents will...Check science homework Reach out to teachers if they see their child struggling Check homework minutes are completed on science-based technology assigned by teacher.

- **Staff Training**

Cultural awareness/sensitivity training survey parents as to their needs mentors available to reach out and assist parents

- **Accessibility**

One place to go for information (a well maintained/updated website) Parent liaison additional para professionals to help as one-on-one support additional morning care opportunities

## 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: \$172,911.72**

Acct Description	Description								
Out-of-system Tutors	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>
	Reading/ 3rd grade/ January	1	\$37.00	5	5	10	Certified	Original	\$9,250.00

<b>Acct Description</b>	<b>Description</b>																	
Tutorial	<table border="1"> <thead> <tr> <th data-bbox="422 203 997 297"><b>Item</b></th> <th data-bbox="997 203 1150 297"><b>Quantity</b></th> <th data-bbox="1150 203 1270 297"><b>Rate</b></th> <th data-bbox="1270 203 1371 297"><b>Days</b></th> <th data-bbox="1371 203 1486 297"><b>Hours</b></th> <th data-bbox="1486 203 1612 297"><b>Weeks</b></th> <th data-bbox="1612 203 1766 297"><b>Certified</b></th> <th data-bbox="1766 203 1896 297"><b>Type</b></th> <th data-bbox="1896 203 2026 297"><b>Total</b></th> </tr> </thead> </table>	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>								
<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>										
	Afterschool - Reading - Grades 3-5/ Oct	5	\$37.00	2	1.5	20	Certified	Original	\$11,100.00									
	Afterschool - Math - Grades 3-5/ Oct	5	\$37.00	2	1.5	20	Certified	Original	\$11,100.00									
	Afterschool - Science - Grade 5/ Oct	1	\$37.00	2	1.5	15	Certified	Original	\$1,665.00									
Resource Teacher	The resource teacher will provide small group instruction for math grades 3-5																	
Resource Teacher	SAI reading resource teacher for small group instruction grades K-2																	
Supplies	<table border="1"> <thead> <tr> <th data-bbox="422 792 1201 878"><b>Item</b></th> <th data-bbox="1201 792 1350 878"><b>Quantity</b></th> <th data-bbox="1350 792 1486 878"><b>Rate</b></th> <th data-bbox="1486 792 1696 878"><b>Supply Type</b></th> <th data-bbox="1696 792 1896 878"><b>Type</b></th> <th data-bbox="1896 792 2026 878"><b>Total</b></th> </tr> </thead> </table>	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>											
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	Shipping	1	\$0.31	General Supplies	Original	\$0.31												
	Color copy paper per ream	20	\$8.49	General Supplies	Original	\$169.80												
	Copy Paper (Cases)	114	\$53.99	General Supplies	Original	\$6,154.86												
	Highlighters- pack	15	\$12.79	General Supplies	Original	\$191.85												
	Laminating (rolls) - for instructional posters, classroom rules, anchor charts	4	\$105.69	General Supplies	Original	\$422.76												
	Pencils - pre sharpened/ box	25	\$24.49	General	Original	\$612.25												



<b>Acct Description</b>	<b>Description</b>					
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
				Supplies		
	Index cards	55	\$3.99	General Supplies	Original	\$219.45
	Post-it Note pads	5	\$22.99	General Supplies	Original	\$114.95
	Chart Paper (self adhesive)	60	\$34.99	General Supplies	Original	\$2,099.4
	Journals for K-2 students - NOTE The difference will come from the index cards	1	\$987.09	General Supplies	Budget Transfer	\$987.09

## Action Step: Parent Engagement

Sustain the cohesive and collaborative efforts of parents, teachers, school administrators, other federal programs, and governmental/non-governmental organizations in supporting students' academic success.

**Budget Total: \$5,308.75**

<b>Acct Description</b>	<b>Description</b>					
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
Supplies	Chart paper - Pack	5	\$34.99	General Supplies	Original	\$174.95

<b>Acct Description</b>	<b>Description</b>								
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>			<b>Type</b>	<b>Total</b>	
	Post-it Notes - stack	5	\$22.99	General Supplies			Original	\$114.95	
	Blue pens - box	5	\$6.99	General Supplies			Original	\$34.95	
	Markers for chart paper - box	5	\$10.99	General Supplies			Original	\$54.95	
	Highlighters - box	5	\$12.79	General Supplies			Original	\$63.95	
	Copy paper- cases	10	\$53.99	General Supplies			Original	\$539.90	
	Student agendas- piece	750	\$3.00	General Supplies			Original	\$2,250.00	
	Leaving the required amount for supplies currently listed	1	-\$1,511.90	General Supplies			Budget Transfer	-\$1,511.90	
Parent Support by School Staff	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>
	Teacher support during parent training	2	\$25.00	3	2	3	Certified	Original	\$900.00
	Parent Liasion to support with training	1	\$15.00	3	2	20	Non-Certified	Original	\$1,800.00

## Action Step: Professional Development

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

**Budget Total: \$94,238.28**

<b>Acct Description</b>	<b>Description</b>					
Computer HW; non-cap	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>		<b>Total</b>
	Color printer	1	\$524.81	Budget Transfer		\$524.81
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	Blue Pens - box	5	\$6.99	General Supplies	Original	\$34.95
	Color cartridges -academic data printing (year-round)	16	\$116.42	Technology	Original	\$1,862.7
	Markers for chart paper - pack	5	\$10.99	General Supplies	Original	\$54.95
	Post-it Notes - stack	5	\$22.99	General Supplies	Original	\$114.95
	Chart paper - pack	5	\$34.99	General Supplies	Original	\$174.95
	Highlighters - box	5	\$12.79	General Supplies	Original	\$63.95
Single School Culture Coordinator	Provide ongoing PD to staff in grades K-5, all subjects					

## 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

Families are great partners of our school in education. Our mission is to engage families with their child's education through trainings on basic reading and math strategies that families can do 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
Jeannie Placil	Assistant Principal
Elizabeth Burger	ESE Contact
Chris Battaglia	ESOL Contact
Michelle Saunders	SAI
Katie Gerba	PTA President
Lisa Hawk	Parent
Tiffany Caron	Parent
Bianca Sleinder	Parent
Meloney Robinson	Parent
Margaret Carpenter	Parent
Katie Gerba	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. Since this is the first year the school become Title I, we are fortunate to have parents attended our meeting and provided feedback. Future amendments to Title I program will be done through SAC. 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 grant requirement 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, parent trainings and many more 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 training supplies and part time salary for staff who will support during parent trainings.

Name	Title
Gerald Riopelle	Principal
Jeannie Placil	Assistant Principal
Elizabeth Burger	ESE Contact
Chris Battaglia	ESOL Contact
Michelle Saunders	SAI
Katie Gerba	PTA President

## 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?

Our Annual Parent Meeting took place on 8/30/2023 in our school cafeteria at 6:30 p.m.

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, marquee, website.

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

Invitations, school-parent compact, PPT, pens, note book paper, sign-in sheets, school data analysis and technology

## 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

No Sweat Parent & Teacher Conferences

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

School- Parent meeting protocols: Strategies on beginning and ending meeting with positives about the child; listening to what the parents say; in the course of the meeting, remaining focus on what is best for the students

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

Parents will be more active in supporting their child's education Establishing a more open school-home communication focus on the child's academic progress No stress teacher and parent collaboration Meeting state, district, and school compliance

• What will teachers submit as evidence of implementation?

School-parent meeting appointment Sample redacted school- parent meeting conference notes

• Month of Training

September 2023

• Responsible Person(s)

Teacher and supervising administrator

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

- Have you seen evidence that teachers are implementing the strategy, skill, or program they learned through this training?

on

- 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

Donuts with Dad's; How to engage father figures into the students school settings.

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

Donuts with Dad's function will provide an opportunity for staff to learn how to engage parents (male role models) in their child's school culture and academic well being. Strategy how to reach out more and better communicate to Dads will be discussed.

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

The more support from home - mom and dad on academics is better. As a result, we anticipate better grades and school behaviors from students

- What will teachers submit as evidence of implementation?

Sign in sheets and agendas.

- Month of Training

October 2023

- Responsible Person(s)

SSCC

#### 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

- Have you seen evidence that teachers are implementing the strategy, skill, or program they learned through this training?

Yes

- 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

Literacy Night

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

The families will be trained on strategies and skills for parents to work with their child at home on reading.

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

Teachers will model the reading strategies and parents will practice the strategy with the students.

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

Student will have and use better reading strategies leading to improved reading proficiency scores.

- Date of Training

October 2023

- Responsible Person(s)

Leadership Team

- Resources and Materials

Leveled readers, paper, pens, slide presentation

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

\$250.00

## 2. Reflection/Evaluation of Training #1

- Name of Training

TBD

- Number of Participants

TBD

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

TBD

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- 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. Parent and Family Capacity Building Training #2

- **Name of Training**

Family Math Night

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

The families will be trained on strategies and skills for parents to work with their child at home on math.

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

Teachers will model the math strategy and parents will practice with students.

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

Student will have better math strategies leading to improved math proficiency scores.

- **Date of Training**

November

- **Responsible Person(s)**

Leadership Team

- **Resources and Materials**

Math manipulatives, paper, pens, slide presentation

- **Will use funds for refreshments as noted in SWP:**

on

- Amount (e.g. \$10.00)

\$250.00

#### 4. Reflection/Evaluation of Training #2

- Name of Training

TBD

- Number of Participants

TBD

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

TBD

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- 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

### 5. Parent and Family Capacity Building Training #3

- Name of Training

STEM Night (Science)

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

Students and parents will be engaged in STEM activities throughout the training. Parents will take skills learned to help their child with science based homework and activities.

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

Multiple interactive stations are set up for students and parent to engage in.

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

Student will have better science strategies leading to improved science proficiency scores.

- Date of Training

February 2024

- Responsible Person(s)

Leadership team and Cox Science Center



- Resources and Materials

Cox Science Center will provide all materials for interactive science stations.

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

\$250.00

## 6. Reflection/Evaluation of Training #3

- Name of Training

TBD - We need to fill in a title for this

- Number of Participants

TBD

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

TBD

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- 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

## 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.

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

Meeting notes, strategies shared, thank you notes

- 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

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

Meeting notes, strategies shared, thank you notes

- 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

- 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, literacy family night, math family night and science family night.

- **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 and sign in sheets from meetings and conferences and copies of parent fliers.

- **Description**

We will inform parents about their opportunities to participate on 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.

- 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 Creole and Spanish. Additionally, there will be both a Creole and Spanish interpreter at all school functions.

- **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/resource for families

- **Description**

ADA standards for facilities are provided, ADA self closing doors, ADA ramps were installed in the main parking lot two months ago (March 2023). 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. Should we do, we will contact the District Migrant Office and request /receive guidance on the best ways to provide support.

- **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 social and emotional 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 social and emotional challenges. Our Mental health team consists of our guidance counselor, Mental Health Co-located therapist, administration and the Behavior Health Professional. Our team meets monthly to review new and old referrals as well as share strategies that each member can utilize in case they are called for support or if someone is absent. Check in and Check out systems are in place to monitor students and assist them to prepare for the start/end of their day. Teacher buddies are assigned to students and they meet at different times of the week. Members of our leadership team are also paired with specific students that have challenges connecting with their teachers, administrators check in daily with the students and make visits to the classrooms to ensure students are thriving. Our guidance counselor hosts small groups for specific student challenges such as divorce/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 behaviorial 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 been 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 colleges 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.

## 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.