

Banyan ES (2001)

School Improvement Plan (SIP)

School Info



The School Improvement Plan (SIP) is a live document that is subject to change based on School Advisory Council (SAC) recommendations.

School Grade (2018 - 2019)	B
Title 1 School	Yes
Differentiated Accountability (DA)	No

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

A Professional Learning Community (PLC) is a process in which teachers work in teams and use student information to develop strategies to improve their classroom practices.

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Math PLC Primary	Wednesday	1st, 3rd	8/7/2019 - 5/15/2020	2:15 PM - 2:50 PM	3, 4, 5
Math PLC Intermediate	Wednesday	, 2nd, 4th	8/7/2019 - 5/15/2020	2:15 PM - 2:50 PM	K, 1, 2
Reading PLC Primary	Wednesday	, 2nd, 4th	8/7/2019 - 5/15/2020	2:15 PM - 2:50 PM	Pre K, K, 1, 2
Reading PLC Intermediate	Wednesday	1st, 3rd	8/7/2019 - 5/15/2020	2:15 PM - 2:50 PM	3, 4, 5

BEST PRACTICE #2

An Embedded High Quality Rtl Process

RESPONSE TO INTERVENTION (RTI)

Response to Intervention (RtI) uses student academic and behavior information to identify students with learning and behavior needs to guarantee that those in danger of failure and/or retention are receiving assistance and support.

GRADUATION/COLLEGE AND CAREER READINESS (EARLY WARNING INDICATORS)

Data for: 2017-2018						
Grade Level	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
KG	84	16.00	0.00	0.00	0.00	0.00
01	94	11.00	0.00	0.00	0.00	2.00
02	86	17.00	0.00	0.00	0.00	0.00
03	110	13.00	1.00	0.00	28.00	24.00
04	89	4.00	0.00	0.00	19.00	17.00
05	122	8.00	0.00	0.00	29.00	28.00

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Data points used to guide intervention strategies are: Benchmark Assessment Systems for Grades K-5, School City Assessments Grades 2-5 for ELA/Math, and i-Ready Diagnostic Assessments for K-5.

The intervention strategies employed by the school to improve the academic performance of students identified by the early warning system are included within the following resources: i-Ready Online Teacher Toolbox for Grades K-5, Leveled Literacy Intervention (LLI), Journey's Literacy Toolkit, Journey's Reading Toolkit, Foundations, Phonics for Reading, Great Leaps, and Journey's Write-In Readers. These resources will be used to address the needs of students in the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension.

The Collaborative Problem-Solving Team (CPST) meets on a weekly basis to monitor all students in Response to Intervention (RtI). The focus is to monitor students' progress towards their individual goals. When students are not progressing, their interventions are adjusted or intensified.

RTI TEAM MEETING SCHEDULE

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday	1st, 2nd, 3rd, 4th	9/9/2019 - 5/18/2020	8:00 AM - 1:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

The Accreditation Process leads schools to critically evaluate teaching and learning with a focus on academic excellence. All stakeholders (parents, students, staff, and community) are part of the accreditation process.

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	
Governance and Leadership	

Teaching and Assessing for Learning	
Resources and Support Systems	
Using Results for Continuous Improvement	
Explain the activities in which your school will participate to increase your overall rating. Include specific details.	

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

Each school has a School (SAC) to facilitate the development and monitor progress of the annual School Improvement Plan. Agendas and minutes reflect annual needs assessment, SIP monitoring and allocation of Accountability Funds.

SAC UPLOAD CENTER

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Meeting-May-20---2020.pdf	May	Monitored	9/4/2020
SAC-Agenda-5-20-20.pdf	May	Monitored	9/4/2020
SAC-Meeting-Feb.-19---2020.pdf	February	Monitored	9/4/2020
Emergency-SAC-Meeting-Jan.-29--2020-(3).pdf	January	None	3/3/2020
Emergency-SAC-Meeting-12-4-19-(1).pdf	December	None	3/3/2020
SAC-Agenda-2-19-20.docx	February	None	2/26/2020
SAC-agenda-12320.docx	December	Monitored	2/26/2020
SAC-agenda-12419ER.docx	December	None	2/26/2020
SAC-agenda-111919.docx	November	None	2/26/2020
SAC-Agenda-1-23-20.docx	January	Developed	2/26/2020
SAC-Meeting-Jan.-23--2020.pdf	January	Monitored	2/26/2020
BanyanElenenary-A-plus-Funds-SeptMeeting.pdf	September	A+ Funds	2/1/2020
BanyanElentary-A-plus-funds-SAC-agenda-101619.pdf	October	A+ Funds	2/1/2020
BanyanElenenary-A-plus-Funds-SeptMeeting.pdf	September	A+ Funds	2/1/2020

File Name	Meeting Month	Document Type	Uploaded Date
BanyanElementaryAPlusBallotOct.docx	October	A+ Funds	2/1/2020
BanyanElementaryAPlus-Funding-BallotSept.docx	September	A+ Funds	2/1/2020
BanyanElementaryA-Plus-VotingRoster.pdf	October	A+ Funds	2/1/2020
BanyanElementry-A+FinalResultsVoting.pdf	October	A+ Funds	2/1/2020
BanyanElemntary-A-plus-funds-OctMeeting.pdf	October	A+ Funds	2/1/2020
BanyanElemntary-A-plus-fundsOctSignIn.pdf	October	A+ Funds	2/1/2020
BanyanElemntary-A-plus-FundsSAC-Agenda_091819.docx	September	A+ Funds	2/1/2020
BanyanElementarya-plus-FundsSept-Signin-Sheet.pdf	September	A+ Funds	2/1/2020
MID-YEAR-REFLECTION-FORM-BANYAN-2020.pdf	January	None	1/26/2020
SAC-Meeting-Nov.-19--2019-(1).pdf	November	None	1/26/2020
SAC-agenda-101619.pdf	October	A+ Funds	12/4/2019
aplusvoting2019.pdf	October	A+ Funds	11/24/2019
SAC-Meeting-Oct-16--2019.pdf	October	A+ Funds	11/24/2019
SAC-Agenda_091819.pdf	September	A+ Funds	10/11/2019
SAC-ByLaws-2019-20.pdf	October	SAC ByLaws	10/11/2019
SAC-Meeting-Sept.-18--2019.pdf	September	A+ Funds	10/2/2019

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

School improvement is based on a continuous improvement model, using research-based accepted best practices, which align with student achievement needs, insure student progress, and may be revised when appropriate.

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
0	N/A				

GOALS

Who is responsible to ensure classroom instruction is aligned to grade-level standards and what evidence is collected to demonstrate that classroom instruction is aligned to grade-level standards?

School administration and the literacy coach ensures classroom instruction alignment to the Florida Standards by conducting administrative classroom walk-throughs, collecting Professional Learning Community minutes and lesson plans as well as obtaining data from quarterly School City Assessments and i-Ready data reports that align to the Florida Standards.

What specific progress monitoring data is collected to determine that students by subgroups are progressing toward reading proficiency and who at the school level is responsible for collecting and reviewing student progress monitoring data?

The following data is collected for progress monitoring students' Reading proficiency by subgroups: Quarterly School City Assessments, Benchmark Assessment Systems (BAS), and i-Ready Diagnostic Assessments. This data is collected and monitored by the homeroom teacher, Principal, Assistant Principal, Literacy Coach, ESE Specialist, and Guidance Counselor.

How does your school ensure that students that are not progressing towards individual and grade level goals are being monitored and provided with the appropriate interventions using the K-5 or 6-12 Identification/Intervention Reading Decision Chart?

The use of data-based problem-solving to make educational decisions is a critical element of our Multi-Tier Support System (MTSS) implementation. This included the use of data-based problem-solving for student outcomes across content areas, grade levels, and tiers, as well as the use of problem-solving to address Reading barriers. Our Collaborative Problem Solving Team (*e.g., teacher of student, guidance counselor, administrator, literacy coach, ESE Specialist, School Psychologist, School Social Worker and parent of student*) meets every Monday to address the needs of students that are not making progress on a 4 to 6 weeks schedule. While several models for data-based problem-solving exist, our four-step problem-solving approach includes: 1) defining the goals and objectives to be attained, 2) identifying possible reasons why the desired goals are not being attained, 3) developing a plan for and implementing evidence-based strategies to attain specified reading goals, and 4) evaluating the effectiveness of the plan every 4 to 6 weeks to see if any adjustments are needed.

What instructional practices and resources are used at your school, including specially designed instruction for SWDs, to provide targeted supplemental intervention (Tier 2) and/or Intensive interventions (Tier 3) to students, when, and by whom?

We conduct weekly Professional Learning Communities with a laser focus on guided reading. In PLC's we analyze students' data, collaboratively developing differentiated lesson plans utilizing the Continuum as a guide, work collaboratively to unwrap the Florida State Standards, and monitor the progress of all students with special attention given to our SWD group. This planning includes step by step instructions, research-based remediation and enrichment components, small group instruction; strategies, websites information that will enhance student achievement, and various teaching materials (*e.g., Leveled Literacy Intervention (Grades 1-5) Tier 2/3; Write in Reader (Grades 1-5) Tier 2; Journey's Reading Toolkit (Grades 1-2) Tier 3; Journeys Literacy Toolkit (Grades 3-5) Tier 3; Foundations (Grades 1-2) Tier 2/3; i-Ready -Tier 2/3; Phonics for Reading (Levels 1-3) Tier 2/3; Words Their Way (Grade K) Tier 2; Great Leaps (Grades 3-5) Tier2/3; Foundations (Grades 1-2) Tier 2/3; Great Leaps (Grades 3-5) Tier 2/3; Super QAR (Grades 1-5) Tier 2/3; i-Ready (All Grades) - Tier 2/3 and Saxon Phonics (Grade 2) Tier 2/3*) used by the classroom teachers, support paras and ESE Support teacher as identified in the students' IEP. In addition, administration and the Literacy Coach monitors students' progress through weekly walkthroughs and quarterly standards-based assessments. Quarterly data chats with individual teachers focuses on analyzing assessment data, identifying best teaching practices/strategies, enhancing instructional plans, and monitoring the academic progress of all students with special attention given to our SWD group. Finally, the Literacy Coach conducts monthly PD; model Guided Reading Lessons on an as needed basis; identify a time to meet with teachers to ensure rigor and complexity is embedded in centers; provide teachers with a framework for the literacy block; and identify what the teachers and students should be doing differently at each stage of instruction.

What type of professional learning have your teachers had to ensure that all classroom instruction is accessible to the full range of learners using Universal Designs for Learning (UDL) for effective instructional design (planning) and delivery (teaching)?

Universal Design for Learning (UDL) is a way of thinking about teaching and learning that helps give all students an equal opportunity to succeed. This approach offers flexibility in the way students access material, engage with it and show what they know. The type of professional learning that our teachers have had to ensure that all classroom instruction is accessible to the full range of learners using Universal Designs for Learning (UDL) for effective instructional design (planning) and delivery (teaching) have included the following: Equity Training, Canvas Professional Development (with an assigned Instructional Technology Facilitator), Recordex Professional Development, and Balanced Literacy Approach Professional Development (on site and off site). Our Professional Learning Communities (PLC's) are held bi-weekly and they are standards-based and data-driven. The teachers participate in Data Chats to disaggregate and plan instruction centered around the data results. The PLC's and Data Chats ensure that effective instructional design (planning) and delivery (teaching) are occurring at Banyan Elementary School.

Describe the activities implemented at your school to increase the percentage of ELLs becoming proficient on the ACCESS for ELLs.

One activity that is implemented at our school to increase the percentage of ELLs becoming proficient on the ACCESS for ELLs is Imagine Language & Literacy. Imagine Language & Literacy is research-based instruction that helps students in grades K-5 who are classified as A1/Level 1 ELL students: to develop grade-level reading and language skills—no matter where they are on their path to acquiring English. Imagine Language & Literacy is used as an Intergrated Language System (ILS) in lieu of i-Ready to provide A1/Level 1 ELL students with enhanced first language support as well as additional scaffolds and accommodations. Another activity implemented at our school to increase the percentage of ELLs becoming proficient on the ACCESS for ELLs is Pull-Out Support for A1 and A2 students. This pull-out support provides students with instruction in both English and their home language. The goal is to develop English language proficiency as soon as possible. The use of a bilingual dictionary is also provided to assist with language support. Teachers in

Grades K-5 will also be attending a professional development on Nearpod, which is a solution for scaffolding access to rigorous grade-level learning experiences and language instruction. The end goal is to reach our ELLs with immersive and relevant instruction.