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

ELA

1. List prioritized needs statements.

1. To increase third grade ELA proficiency rates, currently at 45% proficient based on 3rd grade FAST ELA PM2. 2. To increase school-wide ELA proficiency currently at 46% based on FAST ELA PM2. 3. To increase the school-wide ELL ELA proficiency rates, currently at 10% based on FAST ELA PM2.

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

High number of tardies and attendance issues causing students to miss instruction. Lack of parent involvement in student's overall schooling (communication with teachers, parent engagement nights, behavioral support at home) Teachers are reluctant to begin SBT/RtI during primary grade levels causing students foundational gaps to increase. Behaviors interrupting the learning environment Students lack of foundational skills (phonics, decoding strategies, vocabulary development) Lack of knowledge on how to apply appropriate interventions to meet the needs of students (social/emotional/academic)

3. Share possible solutions that address the root causes.

Teachers call home when multiple absences occur, have school truancy contact follow up with phone calls and conferences with parents to address truancy. If truancy continues, send home letters to address absences and truancy and involve district level truancy investigators. Continue to provide resources and materials to parents and families to support learning within the classroom and at home. Make adjustments to SAC meetings to accommodate times other than 6:00pm, possibly a morning SAC meeting (7:30am) to allow for parents who are not available in the evening to attend. Provide more ongoing PD to teachers and continuously monitor data to ensure all students in grades K-2 who demonstrate a need for SBT/RtI are identified. Have administration continue to be present in the hallways and classrooms especially during transitional, unstructured times where behavior disruptions increase. Begin secondary benchmark calendars earlier in the school year (by November 1) Provide extended learning opportunities through tutorial programs (morning, afterschool, Winter Break, Spring Break, Summer) for ELA/Reading/Writing to support students (struggling, at-risk, Lv. 1, Lv.2, etc.) in grade K-5

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

- **Communication**

Weekly grade level 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 Schoolwide class dojo for communication with parents (allowing for easy translation to accommodate all languages) Will work on strengthening our communication with parents regarding the curriculum and proficiency level expectations and sharing assessment results and student progress.

- **Parent Training**

Family literacy night to support parents with materials and reading strategies to work with their children at home. Hands-on activities to demonstrate strategies and provide engaging interactive practice.

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

- **School**

School will... Utilize additional staff who are bilingual during schoolwide ELA events to allow for more translators to be available for parents and families. Provide additional tutorial opportunities (add K-2 tutorial to ensure early intervention for students demonstrating ELA deficiencies) Host Literacy Night and other parent trainings where literacy will be infused to promote school and family connections and increase students ELA achievement. Partner with the school aftercare program to train aftercare staff to work with specific students who are not on grade level and fill foundational gaps. Focus on phonics and vocabulary development in grades K-5 to increase student proficiency (parents training and materials).

- **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 Focus on phonics and vocabulary development in grades K-5 to increase student proficiency (strategies to work on at school and home).

- **Parents**

Parents will... Provide support at home in ELA by working with their children to complete assignments and ensuring children are reading nightly. Attend school provided Literacy Night and other literacy infused trainings. Focus on phonics and vocabulary development in grades K-5 to increase student proficiency (strategies to implement at).

- **Staff Training**

Directly involve as many teachers as possible in Literacy Night to increase parent/teacher interaction and engagement. Continued implementation and usage with fidelity of Class Dojo School Based Team (SBT) and Response to Intervention (RtI) professional development to ensure all students who are in need of SBT and RtI are identified early.

- **Accessibility**

Providing accommodations to subgroups of parents: Limited English Proficiency, Disabilities, Homelessness.

Math

1. **List prioritized needs statements.**

Overall Math Proficiency based on FAST Math PM2, 30% proficient. African American grades 3-5 18% proficient based on FAST Math PM2. ELL students 8% proficient based on FAST Math PM2. ESE students 6% proficient based on FAST Math PM2.

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

Lack of foundational skills (addition and subtraction fluency). Students performing below grade level in ELA causing difficulty in math due to the large amount of word problems requiring on grade level reading proficiency. Students not knowing multiplication facts. Students not mastering skills before moving on due to pacing calendar. Lack of knowledge on how to apply appropriate interventions to meet the needs of students (social/emotional/academic) Lack of parent capacity and knowledge of how to support learning at home

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

Continue the implementation of Reflex and Frax daily for math fluency. Implement math fact practice in lower grade levels by providing addition and subtraction flash cards to primary teachers. Continue to provide afterschool tutorial in math for grades 3-5 and add math tutorial for K-2 to close foundational gaps. Schoolwide Math Fact Challenge Begin secondary benchmark calendars earlier in the school year (by November 1) Provide opportunities for students to use hands-on experiences/practice to support student learning Provide an opportunity for teachers (new teachers, math teachers, etc.) to collaborate to develop an instructional calendar, and lesson planning including vertical planning

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

- **Communication**

Weekly grade level 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 Schoolwide class dojo for communication with parents (allowing for easy translation to accommodate all languages) Will work on strengthening our communication with parents regarding the curriculum and proficiency level expectations and sharing assessment results and student progress.

- **Parent Training**

Parent Math Night designed to provide parents with hands on activities and strategies to support at home. Parent nights designed with a multidisciplinary approach to incorporate math into each training.

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. Continue offering afterschool math tutorial for students in grades 3-5 who are not on grade level, add on tutorial for students in grades K-2. Partner with the school aftercare program to train aftercare staff to work with specific students who are not on grade level and fill foundational gaps. Focus on fluency (addition, subtraction, multiplication, and division facts) in grades K-5 to increase student proficiency (parents training and materials).

- **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 and Frax math lessons to increase math fluency Focus on fluency (addition, subtraction, multiplication, and division facts) in grades K-5 to increase student proficiency (strategies to work on at school and home).

- **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. Focus on fluency (addition, subtraction, multiplication, and division facts) in grades K-5 to increase student proficiency (strategies to implement at home).

- **Staff Training**

Continued implementation and usage with fidelity of Class Dojo to ensure communication with parents and families 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.

Science

1. List prioritized needs statements.

Banyan Creek Elementary is underperforming in the area of science with 47% of fifth grade students proficient based on Science Winter Diagnostic.

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. 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.

Create interactive, fun science activities to engage students and make science lessons memorable. Create projects for home for students and families to get more involved in science learning. * Participation in districtwide Science Fair K-5 Adjust the master schedule to have non-rotating (weeklong) fine arts to allow for science enrichment to occur without causing students to miss one fine arts. Add science to the fine arts wheel Provide training and support for teachers (new teachers, science teachers, struggling teachers etc.) to implement explicit lesson planning to support differentiated learning

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

• Communication

Weekly classroom newsletters done by the grade level 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

• Parent Training

Host a parent and family science night to inform parents of grade level science standards and share ideas of ways to work with children at home to support what they are learning in school. 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... Infuse science into the ELA and Math blocks. Create a science fine arts position Host a parent and family science night to inform parents of grade level science standards and share ideas of ways to work with children at home to support what they are learning in school. Focus on science vocabulary and scientific process in grades K-5 to increase student proficiency (parents training and materials).

• Students

Students will... Communicate with teachers when they are struggling with understanding an assignment of skill. Complete science homework Focus on science vocabulary and scientific process in grades K-5 to increase student proficiency (strategies to work on at school and home).

- 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. Focus on science vocabulary and scientific process in grades K-5 to increase student proficiency (strategies to implement at home).

- Staff Training

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) Professional Development on how to incorporate the science standards into ELA and Math curriculum.

- Accessibility

Providing accommodations to subgroups of parents: Limited English Proficiency, Disabilities, Homelessness.

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: \$193,886.66

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	General Classroom Supplies (pens, markers, copy paper, pencils, post-its, etc)	1	\$1,461.08	General Supplies	Original	\$1,461.08

Acct Description	Description											
	<table border="1"> <thead> <tr> <th data-bbox="420 201 1152 277">Item</th> <th data-bbox="1152 201 1297 277">Quantity</th> <th data-bbox="1297 201 1455 277">Rate</th> <th data-bbox="1455 201 1719 277">Supply Type</th> <th data-bbox="1719 201 1906 277">Type</th> <th data-bbox="1906 201 2020 277">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Supply Type	Type	Total					
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	Shipping for i-Ready Magnetic	1	\$532.42	Instructional Materials	Original	\$532.42						
	i-Ready Magnetic Workbooks to support student learning in grades 3-5.	450	\$12.75	Instructional Materials	Original	\$5,737.50						
	Heggerty Phonemic Awareness Curriculum (books) to support K-2 student learning	12	\$89.00	Instructional Materials	Original	\$1,068.00						
	i-Ready Magnetic Teacher Editions	7	\$25.50	Instructional Materials	Original	\$178.50						
	Paperclips	1	\$12.00	General Supplies	Original	\$12.00						
	Adjustment - benefits credit and final allocation	1	\$3,610.00	General Supplies	Other	\$3,610.00						
	BT 515120 Amendment 11 purchase LLI Kit to increase student achievement	1	\$4,593.16	Instructional Materials	Amendment	\$4,593.16						
Resource Teacher	Reading Resource Teacher will provide support through a push-in/pull-out small group model of support for students in grades 3-5. Yvetta Karp-Ervin											

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Out-of-system Tutors	<table border="1"> <thead> <tr> <th data-bbox="430 209 997 293">Item</th> <th data-bbox="1008 209 1155 293">Quantity</th> <th data-bbox="1155 209 1276 293">Rate</th> <th data-bbox="1276 209 1377 293">Days</th> <th data-bbox="1377 209 1488 293">Hours</th> <th data-bbox="1488 209 1610 293">Weeks</th> <th data-bbox="1610 209 1759 293">Certified</th> <th data-bbox="1759 209 1892 293">Type</th> <th data-bbox="1892 209 2030 293">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="430 293 997 613">Certified out of system tutors will provide support to 5th grade students during the day addressing Fair Game Benchmarks and hands on practice to increase student achievement through a push-in pullout model of support. Tentative start date December 2025</td> <td data-bbox="1008 293 1155 613">1</td> <td data-bbox="1155 293 1276 613">\$37.00</td> <td data-bbox="1276 293 1377 613">4</td> <td data-bbox="1377 293 1488 613">5</td> <td data-bbox="1488 293 1610 613">20</td> <td data-bbox="1610 293 1759 613">Certified</td> <td data-bbox="1759 293 1892 613">Original</td> <td data-bbox="1892 293 2030 613">\$14,800.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	Certified out of system tutors will provide support to 5th grade students during the day addressing Fair Game Benchmarks and hands on practice to increase student achievement through a push-in pullout model of support. Tentative start date December 2025	1	\$37.00	4	5	20	Certified	Original	\$14,800.00																					
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Action Step: Professional Learning

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

Budget Total: \$100,138.34

Acct Description	Description																											
Coach	0.5 Reading Coach - Teacher will provide reading coaching and support to new and struggling teachers in grades 3-5. In addition, teacher will support grades 3-5 and SSCC during PLCs for effective planning.																											
Teacher Collaboration	<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>K-5 and support staff - Using data to plan reteaching in small groups, Focus is Science. ELA/Math as needed. Tentatively, September 2025.</td> <td>26</td> <td>\$25.00</td> <td>1</td> <td>2</td> <td>1</td> <td>Certified</td> <td>Amendment</td> <td>\$1,300.00</td> </tr> </tbody> </table>										Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	K-5 and support staff - Using data to plan reteaching in small groups, Focus is Science. ELA/Math as needed. Tentatively, September 2025.	26	\$25.00	1	2	1	Certified	Amendment	\$1,300.00
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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																											
Supplies	<table border="1"> <thead> <tr> <th>Item</th> <th>Quantity</th> <th>Rate</th> <th>Supply Type</th> <th>Type</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Ink (technology) and paper (general supply)</td> <td>1</td> <td>\$533.34</td> <td>Technology</td> <td>Amendment</td> <td>\$533.34</td> </tr> </tbody> </table>										Item	Quantity	Rate	Supply Type	Type	Total	Ink (technology) and paper (general supply)	1	\$533.34	Technology	Amendment	\$533.34						
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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: \$4,487.75

Acct Description	Description					
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. Tentative date March 2026	1	\$550.00	Original	\$550.00	
	BT 515120 Amendment 11 Dissolving in order to increase PFE supply line	1	-\$550.00	Amendment	-\$550.00	
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Chart Paper for parent trainings/meetings	1	\$587.00	General Supplies	Original	\$587.00
	Gallon ziploc bags for storage for take home hands on activities (Parent Trainings)	1	\$200.00	General Supplies	Original	\$200.00
	Manipulatives for Science Night for hands on activities (magnets, seeds, etc)	1	\$500.00	Manipulatives	Original	\$500.00
	General Supplies (pens, pencils, markers, crayons, post-it notes, etc)	1	\$600.00	General Supplies	Original	\$600.00
	Kindergarten Kickoff Supplies (flashcards, workbooks, books)	1	\$350.75	Program Supplies	Original	\$350.75
	Manipulatives for Math Night: Parents (take home) hands-on activities (counters, flash cards, magnetic numbers, cookie sheets, etc.	1	\$500.00	Manipulatives	Original	\$500.00
	Manipulatives for Literacy Night - Parents hands-on activities (flash cards, journals, books, magnetic letters, cookie sheets, etc)	1	\$500.00	Manipulatives	Original	\$500.00

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Copy paper to support home to school communication (cardstock, colored paper, copy paper)	1	\$700.00	General Supplies	Original	\$700.00
	BT 515120 Amendment 11 increasing line for - Purchasing supplies and manipulatives (parent hands-on activities) for Math and Science STEM night	1	\$550.00	Manipulatives	Amendment	\$550.00

Mission Statement

1. Mission Statement

At Banyan Creek we are committed to creating 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

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 completed during the monthly SAC meeting to allow all stakeholders early notice of the date of the meeting and ensure attendance of a variety of representation of the school population. 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 the three languages represented on campus (English, Spanish, and Haitian Creole) through paper copy sent home with all students, the invitations were also posted on the schools social media sites (Instagram and Facebook). The school follows district and state guidelines in SAC membership, voting and approving minutes and decisions. The team is chosen to include a diverse representation of all stakeholders including administration, teachers, parents and community members, ensuring that the team has the knowledge and capacity to collaborate on schoolwide best practices.

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

Comprehensive Needs Assessment (CNA) steps 1, 2, and 3 meetings were conducted in the Spring 2025. 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 (CNA). Recommendations on the school parent compact and the FY26 parent trainings were written in the recording template. Additionally, parent input was provided during our Spring 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

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

Wednesday, August 20, 2025 at 6:30pm in the Banyan Creek Elementary School 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.).

Parents, teachers and the community will be notified of the Title 1 Annual Meeting through invitation sent home with students in all three languages represented at Banyan Creek (English, Spanish, and Haitian Creole), parent link callout and school social media post (Instagram and Facebook).

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

Annual Meeting Presentation in all 3 languages (English, Spanish, and Haitian Creole), Paper and Pencils/Pens for Parent Notetaking. *Consider: invitations, agenda, sign-in sheet, handouts

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

• Name of Training

Game Plan: Winning Strategies for Parent Engagement

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

Staff will learn to increase parent communication through the use of Class Dojo, monthly grade level newsletters, and increase positive parent communication through phone calls home.

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

Parents will be more involved in their child's education and a positive increase in the SEQ responses from students and families will be seen.

• What will teachers submit as evidence of implementation?

Grade level monthly newsletters, SSCC will have access to all Class Dojo accounts for monitoring, positive parent communication forms.

- **Month of Training**

August 2025

- **Responsible Person(s)**

Karen Meyer - SSCC

3. Staff Training for Parent and Family Engagement #2

- **Name of Training**

The Data Huddle: Planning Powerful Parent Conferences

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

How to run a parent conference with a focus on data.

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

To increase parent understanding of their child's data and increase teacher communication with parents regarding informal and formal assessment data.

- **What will teachers submit as evidence of implementation?**

Conference notes and data chat forms.

- **Month of Training**

January 2025

- Responsible Person(s)

Karen Meyer - SSCC

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

Tailgating with Tales: A Family Literacy Night

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

Parents and families will be shown the foundational skills that are needed to support grade level mastery in reading. They will also understand what the data means and what next steps can be worked on at home to support mastery in school.

- 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 understand the data sent home to them from the school. 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 reading skill mastery needed to support learning grade level benchmarks.

- Date of Training

October 2025

- **Responsible Person(s)**

Girolmetti, Meyer, Saunders, Battaglia

- **Resources and Materials**

Cards, Cardstock, paper, chart paper, markers, pencils, and pens.

- **Amount (e.g. \$10.00)**

\$250

3. Parent and Family Capacity Building Training #2

- **Name of Training**

Math Zone: Where Every Yard Counts!

- **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 math. 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 interact with grade level standards and activities to understand how to support at 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 the school to ensure student success.

- **Date of Training**

January 2026

- **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**

Huddle Up for Science!

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

Determine the skills to focus on at home to help their children improve an understanding of science through hands on practice.

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

Providing hands-on, inquiry-based activities that promote student engagement, critical thinking, and family involvement in education. The event encourages exploration in science through activities.

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

By fostering curiosity and problem-solving skills, this event supports academic achievement and reinforces classroom learning in a collaborative environment. Additionally, engaging parents in their children's education strengthens the home-school connection ensuring student success.

- Date of Training

March 2026

- Responsible Person(s)

Girolmetti, Meyer, Saunders, Battaglia

- Resources and Materials

Chart paper, pens, copy paper, pencils

- Amount (e.g. \$10.00)

250

Coordination and Integration

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

- Name of Agency

Multicultural Department

- Describe how agency/organization supports families.

Multicultural Department not only provides screening and grade level assessments 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 in the following manner: 1. ESE teachers meet with parents to ensure their children are receiving adequate support both inside and outside of school. 2. Screening and assessing students is utilized to provide current information on teaching strategies to families to ensure the family has the opportunity support of learning at home. ESE team will provide learning materials to families to ensure students have access to what they require for success. 3. Team members provide information on additional outside support agencies to ensure home/school connection. Homeroom and ESE teachers will conference with parents at least twice during the school year to ensure ongoing communication and family support. 4. ESE strategies will be shared during all Parent Engagement Nights

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

Meeting notes, strategies shared, presentation slides

- Frequency

Quarterly

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

- Name of Agency

Roots and Wings

- Describe how agency/organization supports families.

Roots and Wings provides funding for tutorials, and positive behavior support. This trickles down to families appreciating the extra academic support to students. Moreover, families will have access to available community support.

- 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]. Photos

- Frequency

Semi- annualy

Communication

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 - English, Spanish, Haitian Creole). Consider sharing Title I information through School-Parent Compact, PFEP summary, Parent's Right-to- Know, out-of-field teachers, Title I Annual Meeting.

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

Newsletters, translated materials and parent fliers. *Additional sample evidence(s) are: School-Parent Compact, PFEP summary, and, Title I Annual Meeting.

- **Description**

Our school will discuss curriculum and proficiency expectations on several occasions: Title 1 annual parent meeting, grade level curriculum nights, parent-teacher conferences, and parent trainings which will focus on all three main disciplines. Parent trainings will strategically guide families by focusing on each area of discipline and the expectations of students at each grade level.

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

Agendas and sign in sheets for parent and curriculum nights, parent/teacher conference forms.

- 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 (with different times), agendas, minutes of meeting, handouts.

Accessibility

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 interpreters 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 in three languages (English, Spanish, and Haitian Creole) as well as translated 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 and self closing doors. Email to ESE Dept/Staff for additional support if needed.

- 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, Share and display migrant brochure of services, and sample migrant families report/data

- Description

McKinney Vento Program for families experiencing homelessness are determined upon enrollment and sent home annually to all families. Parents are identified at registration and through the parent and family housing questionnaire sent home, identified students are mandated to be referred to SBT. The School Counselor and BHP will be in contact with the families. The SBT team will meet to determine the needs of the family to support the students educational needs.

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

MVP form, Flyers, SBT Notes, Family Housing Questionnaire

Other 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

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Building Non-Academic Skills

1. Building Students' Non-Academic Skills

Banyan Creek Elementary School has an environment that promotes self awareness and confidence to ensure all 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/separated 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

1. SBT/MTSS Implementation

At Banyan Creek, Identifying students' in need of an intervention is an ongoing and fluid process. It begins in August 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

1. Well-Rounded Education

The process used to determine core instructional needs (data)? *We utilize all means of data, including FSQs, USAs and 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

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 promotes 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

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 Learning

1. Professional Learning

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

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.