
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 42% proficient based on 3rd grade FAST ELA PM2. 2. To increase school-wide 3-5 ELA proficiency currently at 48% based on FAST ELA PM2. 3. To increase school-wide SWD Female ELA Proficiency rates, currently at 16% proficient based on FY26 Checkpoint 3. 4. To increase school-wide SWD Male ELA Proficiency rates, currently at 17% proficient based on FY26 Checkpoint 3.

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

- Primary teachers (K-2) are reluctant to begin SBT/Rtl data in primary grade levels causing foundational gaps to increase as students reach 3rd grade. - There is a lack of parent involvement in student's overall schooling (communication with teachers, SAC meetings, Literacy Night, behavioral support and accountability at home). - Increase in disruptive behavior interrupting the learning environment. - High number of tardies causing students to miss instruction. - Students not prepared for the increase in reading complexity from 2nd to 3rd grade

3. Share possible solutions that address the root causes.

- Continue to provide ongoing PD in the ELA Reading Decision Tree and monitor data with K-2 teachers on specific students to ensure student in grades K-2 who are in need of interventions and SBT/Rtl are identified and receiving appropriate interventions. - Continue to advertise SAC meetings to families and the community in multiple ways (Social Media- Facebook and Instagram, Flyers sent home in all three languages represented on campus - English, Spanish, Haitian Creole, Class Dojo School Story) - Continue to advertise family nights (Literacy Night) to families and the community in multiple ways (Social Media- Facebook and Instagram, Flyers sent home in all three languages represented on campus - English, Spanish, Haitian Creole, Class Dojo School Story) - Incentivise Family Literacy Night through teachers and administration for students who attend. - Attendance clerk will monitor tardies and send letters as needed. - Teachers will call home to address tardiness, parent conferences will be held and administration will join the conferences to assist in determining the cause for the tardies and possible solutions to Ensure students are in school on time for instruction. - 2nd grade teachers supply passages with reading logs and comprehension questions. * Provide extended learning opportunities through tutorial for ELA/Reading/Writing to support students (struggling, at-risk, Lv. 1, Lv.2, etc.) in grade K-5. * Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (i.e. iReady)

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 to ensure all parents can attend) - Title 1 Parent Nights (Literacy Night) - Monthly SAC Meetings with data and attendance presented - Parent Link callouts and emails (in 3 languages - English, Spanish and Haitian Creole) - Schoolwide class dojo for communication with parents (allowing for easy translation to accommodate all languages) - Curriculum and proficiency level expectations shared with parents and families during Title 1 Parent Nights (Literacy Night), Monthly SAC Meetings and Parent/Teacher Conferences. - Positive phone calls home

- Parent Training

- Annual Family Literacy Night to support parents with materials and reading strategies to work with their children at home, focusing on reading foundational skills (phonics, vocabulary and comprehension) to help support reading at home. - Hands-on, take home 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 and ensure all parents develop an understanding of the information provided. 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 (focusing on foundational skills, phonics, vocabulary, and comprehension). Provide hands-on take home activities during Literacy Night so parents can take the information gained home and continue to support students. Supply more complex passages to 2nd grade students later in the school year to increase reading comprehension of longer passages and reading stamina.

- 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, vocabulary development, and comprehension in grades K-5 to increase student proficiency (strategies to work on at school and home). Complete at home reading passages for increased complexity from 2nd to 3rd grade.

- **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 foundational skills (phonics, vocabulary development, comprehension) in grades K-5 to increase student proficiency (strategies to implement at home). Attend Parent/Teacher conferences at least twice per school year. Communicate with teachers and support at home.

- **Staff Training**

- Increase involvement of teachers and staff in Title 1 Family Literacy Night to increase parent/teacher interaction, communication and engagement. - Continued implementation and usage with fidelity of Class Dojo by all staff on campus. - 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. - Teachers will be trained on how to build parent capacity during Literacy Night to support student learning at home. Literacy Night focusing on reading foundational skills -fluency, vocabulary, comprehension.

- **Accessibility**

Providing resources and accommodations to subgroups of parents: Limited English Proficiency, Disabilities, Homelessness and Migrant Families.

Math

1. List prioritized needs statements.

Increase overall math proficiency in grades 3-5, 35% proficiency based on Fast Math PM2. Increase math proficiency of SWD Females grades 3-5, currently 40% proficient based on FY26 Checkpoint 3.

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

- 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 demonstrating fluency in math facts (addition subtraction, multiplication, and division). - Students not mastering skills before lessons advance due to pacing calendar and following of scope and sequence. - 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 i-Ready Fluency Flight for grades 2-5 to ensure math fact fluency. - Continue to provide flash cards to all grade levels to increase fact fluency (addition and subtraction for primary grade levels, multiplication and division for intermediate grades). - Continue to provide afterschool tutorial to close foundational gaps in math skills. - Continue to provide opportunities for teachers to collaborate through PLC, including vertical planning. - Increase incentives and advertisement of Title 1 Family Math Night where hands on and take home activities are provided to increase parent support.

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

• Communication

- Provide weekly grade level classroom newsletters to increase communication with parents and families of content area and expectations. - Communication with parents regarding the curriculum and proficiency level expectations and sharing assessment results and student progress. - Hold a minimum of two parent/teacher conferences during the school year (accommodate parents with in person, phone, and Google Meet at a variety of times throughout the day). - Title 1 Family Math Night to provide parents and families with hands on interactive take home activities. - Hold monthly SAC meetings where data will be shared with parents. - Parent Link Callouts and emails in three languages (English, Spanish, Haitian Creole).

• Parent Training

- Title 1 Family Math Night designed to provide families with hands-on interactive activities and strategies that can be used to support learning at home - focusing on fact fluency (addition and subtraction for primary grade levels, multiplication and division for intermediate grades). - SAC Nights with data analyzed to provide parents with information of students overall needs.

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

- **School**

School will... - Host Title 1 Math Family Night and other parent trainings where math data will be reviewed, math strategies will be demonstrated, and interactive hands-on activities will be completed to support continued learning at home. - Continue offering after school math tutorial for students in grades 3-5 who are not on grade level in order to fill foundational gaps. - Provide opportunity for 2nd grade math tutorial for students not on grade level. - 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 2 lessons passed weekly and a minimum of an 80% pass rate. - Communicate with teachers when they are struggling with understanding an assignment of skill. - Complete i-Ready Fluency Flight daily - Focus on fluency (addition, subtraction, multiplication, and division facts) in grades K-5 to increase proficiency (strategies to work on at school and home).

- **Parents**

Banyan Creek Parents will... - Provide support at home in Math by engaging in math activities, assisting students with homework, and practicing math facts. - Attend school provided math trainings/parent nights (SAC Meetings, Title 1 Math Family Night) - Communicate with teachers to support learning at home.

- **Staff Training**

Continued training on increasing parent communication to include: Class Dojo, parent conferences, positive phone calls home. Staff trainings to assist teachers to support parents through parent trainings and conferences providing resources on foundational skills (fluency: addition, subtraction, multiplication, and division facts).

- **Accessibility**

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

Science

1. List prioritized needs statements.

Banyan Creek Elementary is underperforming in the area of science with 38% of fifth grade students proficient based on Science Winter Diagnostic.

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

- Lack of knowledge of science vocabulary due to low reading skills. - High number of ELL students who are still developing reading skills. - 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.

- Infuse science into ELA small groups in all grade levels to increase exposure to science vocabulary. - Create a hands-on science lab to allow teachers to sign up and bring their classes to complete experiments. - Create projects for home for students and families to get more involved in science learning. - Annual Title 1 Family Science Night - Provide extended learning opportunities through tutorial programs for science. - Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (IXL). - Provide training and support for teachers to implement explicit lesson planning to support differentiated instruction and learning.

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

• Communication

- Weekly classroom newsletters done by the grade level - Parent/Teacher conferences with a minimum of two required per year (in person, phone, Google Meet options) at variable times to accommodate parent availability. - Title 1 Family Science Night - Monthly SAC Meetings where science data and information is shared. - Parent Link callouts and emails in three languages (English, Spanish, Haitian Creole). - Provide communication with parents regarding the curriculum and proficiency level expectations and sharing assessment results and student progress.

• Parent Training

- Title 1 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. - Science trainings that are grade level specific (fair game standards, science vocabulary) - understanding grade level progression and activities to support learning at home.

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

• School

School will... - Infuse science materials and vocabulary into the ELA and Math blocks. - Departmentalized grade levels will have science word walls in the Math/Science and ELA classrooms. - Host a Title 1 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 Title 1 Science Night to gain information and interactive activities to extend learning opportunities beyond the classroom. - Check that homework has been completed and is ready to be turned in. - Support students in completing their homework. - Focus on science vocabulary and scientific process in grades K-5 to increase student proficiency (strategies to implement at home).

• Staff Training

- Professional Development on how to incorporate the science standards into ELA and Math curriculum. - Training to provide teachers with knowledge and resources to Sinfuse science using science reading materials in the reading small group block throughout all grade levels. - Train staff on how to build parent capacity during Science Night focusing on science foundational skills (science vocabulary and concept knowledge).

• Accessibility

Providing accommodations to subgroups of parents: Limited English Proficiency, Disabilities, Migrant, 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: \$156,004.00

Acct Description	Description							
Online subscription	Item	Quantity		Rate		Type		Total
	Science Spin - Digital - Grades 3-5 Science	450		\$1.49		Original		\$670.50
	Reading A-Z - Teacher resources to support best practices that enhance and differentiate K-5 reading instruction	1		\$3,000.00		Original		\$3,000.00
	IXL Math and Science to reinforce and support standards in the classroom - Grade 5	1		\$2,925.00		Original		\$2,925.00
	Generation Genius Schoolwide science based videos to support student learning (Science K-5)	1		\$2,395.00		Original		\$2,395.00
	Scholastic News - Digital - Grades 3-5, ELA	450		\$5.94		Original		\$2,673.00
Certified Tutorial	Item	Quantity	Rate	Days	Hours	Weeks	Type	Total
	Certified Teachers will provide support to L25, level 1 and bubble students in all content areas after school. Teachers will reinforce standards in small group model to support and increase student achievement, grades 3-5. Tentative start date Winter 2027	12	\$37.00	1	1.25	15	Original	\$8,325.00

Acct Description	Description					
Resource Teacher	The Math/Science Resource Teacher will provide supplemental instructional support through a push-in/pull-out small group model of support for students in grade 3-5					
Resource Teacher	The SAI Reading Resource Teacher will provide intervention support through a push-in/pull-out small group model of support for students in grades 3-5.					
Supplies						
	Item	Quantity	Rate	Supply Type	Type	Total
	Scholastic News - 2nd Grade ELA Scholastic News supports ELA small group instruction and collaborative learning by providing leveled, engaging texts that promote discussion, shared reading, and targeted skill development aligned to literacy standards	125	\$6.25	Instructional Materials	Original	\$781.25
	General Classroom Supplies: Pens, markers, copy paper/white & color, chart paper, pencils, post-its, folders.	1	\$1,377.30	General Supplies	Original	\$1,377.30
	Scholastic News - 1st Grade ELA Scholastic News supports ELA small group instruction and collaborative learning by providing leveled, engaging texts that promote discussion, shared reading, and targeted skill development aligned to literacy standards	105	\$6.25	Instructional Materials	Original	\$656.25
	Science Spin - 2nd Grade The purchase of Science Spin Magazine will support the integration of science standards with ELA instruction by providing engaging, standards-aligned informational texts that strengthen students' reading comprehension, vocabulary development, and scientific literacy	125	\$1.49	Instructional Materials	Original	\$186.25
	Science Spin - 1st Grade - The purchase of Science Spin Magazine will support the integration of science standards with ELA instruction by providing engaging, standards-aligned informational texts that strengthen students' reading	105	\$1.49	Instructional Materials	Original	\$156.45

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	comprehension, vocabulary development, and scientific literacy					
	Final allocation differential	1	\$964.00	General Supplies	Original	\$964.00

Action Step: Professional Learning

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

Budget Total: \$99,537.00

Acct Description	Description									
Single School Culture Coordinator	The Single School Culture Coordinator (216 DD) will provide ongoing Professional Learning to staff in grades K-5 for all content areas, Professional Learning Communities Facilitator, Culture Building, Data Analysis.									
Out-of-system PL Subs	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Substitutes will cover classrooms during the day for teachers to work collaboratively analyzing data, creating secondary benchmark calendars (K-5 for ELA, Math and Science).	12	\$18.00	1	3.75	2	Non-Certified	Original	\$1,575.00	

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: \$3,775.00

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Manipulatives for Literacy Night - Parents hands-on activities (flash cards, journals, books, magnetic letters, cookie sheets).	1	\$550.00	Manipulatives	Original	\$550.00
	General Supplies: Pens, pencils, markers, crayons, post-it notes.	-1	\$700.00	General Supplies	Original	-\$700.00
	Manipulatives for Science Night for hands on activities (magnets, seeds).	1	\$500.00	Manipulatives	Original	\$500.00
	Kindergarten Kickoff Supplies: Flashcards, workbooks, books	1	\$450.00	Program Supplies	Original	\$450.00
	Chart Paper for parent trainings/meetings	1	\$500.00	General Supplies	Original	\$500.00
	Copy paper to support home to school communication (cardstock, colored paper, copy paper)	1	\$525.00	General Supplies	Original	\$525.00
	Manipulatives for Math Night: Parents take home hands-on activities (counters, flash cards, magnetic numbers, cookie sheets).	1	\$550.00	Manipulatives	Original	\$550.00

Mission Statement

1. Mission Statement

At Banyan Creek we are committed to creating a partnership between the school, families, and the community by providing parent trainings in reading, math and science that create collaboration between all stakeholders and equips families with strategies to use at home.

Involvement of Stakeholders

Name	Title
Stephanie Cook	Principal
Valerie Vilmont	Assistant Principal
Karen Meyer	Single School Culture Coordinator
Michelle Saunders	SAI
Chris Battaglia	ESOL Coordinator
Elizabeth Burger	ESE Coordinator
Christina Orfanos	PTA President
Melanie Robinson	Parent

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

Parents are invited at the beginning of the school year to join SAC. Parents are invited to the meeting via flyer, marquee, and class dojo. Invitation for membership was sent to all parents and staff. At the first SAC meetings parents were provided the information and encouraged to join. There is a vote at the SAC meeting on members after reviewing description of each role. To ensure proper representation different parent groups, some parents may receive a personal invitation from the SAC chair or administration to become involved. SAC members will be involved in school planning throughout the entire school year.

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 2026. Input from the stakeholders was recorded on the CNA templates. Stakeholders are intricately tied to the development of our Schoolwide Plan (SWP) 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 Comprehensive Needs Assessment (CNA). Staff was surveyed through Google Form on their interests for the following school year. Recommendations on the school parent compact and the FY27 parent trainings were written in the recording template. Additionally, parent input was provided during our Spring 2026 SAC meeting. In summary, the stakeholders decided to allocate fundings in parent engagement, trainings, and supplies.

Name	Title
Stephanie Cook	Principal
Teresa Girolmetti	Assistant Principal
Karen Meyer	Single School Culture Coordinator
Michelle Saunders	SAI
Elizabeth Burger	ESE Contact
Christine Battaglia	ESOL Coordinator
Christina Orfanos	PTA President

Annual Parent Meeting

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

Wednesday, September 16, 2026 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 community members 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 Banyan Creek's 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, Paper and Pencils/Pens for Parent Notetaking. Complete SWP (PFEP, Components), School Compact, interpreters, invitation, sign-in.

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Two-Way Communication

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

Train staff to move beyond just sending information home. Emphasize active listening, conducting initial parent surveys, and setting up collaborative learning goals (Teacher- Student-Parents).

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

As a result of the training, staff will implement intentional family engagement practices that move beyond one-way communication to meaningful collaboration with families. Teachers will utilize active listening strategies, administer initial parent surveys to better understand family perspectives and student needs, and work with families to establish shared learning goals. These practices will strengthen home-school partnerships, increase family participation in the learning process, and support improved student achievement through aligned academic and social-emotional goals.

- What will teachers submit as evidence of implementation?

Parent Survey and Results, Conference Forms, Student Data Chat Forms

- Month of Training

August 2026

- Responsible Person(s)

Girolmetti, Meyer

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Planning Powerful Parent Conferences

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

Staff will develop skills in presenting data in family-friendly language, guiding collaborative conversations, and engaging parents as active partners in the learning process. The training will also support staff in helping families understand assessment results, instructional goals, and practical ways they can support learning at home.

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

By strengthening communication practices and building trust through transparent data sharing, staff will enhance family engagement and foster stronger home-school partnerships that contribute to improved student outcomes.

- What will teachers submit as evidence of implementation?

Conference Notes and Student/Parent Data Chat Forms.

- Month of Training

November 2026

- Responsible Person(s)

Meyer, Girolmetti

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

Family Literacy Night

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

Parents and families will be interact in activities that help develop the foundational skills that are needed to support grade level mastery in reading. They will 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 connected to literacy. Parents will interact with data to enable them with an understanding of the data sent home to them from the school. Parents will learn questioning strategies to interact with their children at home to develop grade level literacy comprehension skills.

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

By increasing parent involvement students will improve the reading skill mastery needed to support learning grade level benchmarks.

- Date of Training

October 2026

- Responsible Person(s)

Girolmetti, Meyer, Saunders

- Resources and Materials

Index 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

Family Math Night

- 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 through the student portal 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 take home 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 with their children at home using the take home activities and work in partnership with the school to ensure student success.

- Date of Training

January 2027

- Responsible Person(s)

Girolmetti, Meyer, Saunders

- Resources and Materials

Computers (for families 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

Family Science Night

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

Parents will gain an understanding of how to 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 hands-on, interactive activities.

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

This event promotes academic achievement by encouraging curiosity and problem-solving while reinforcing classroom learning through collaboration. Involving parents in their children's education also strengthens the home-school partnership, supporting overall student success.

- Date of Training

March 2026

- Responsible Person(s)

Girolmetti, Meyer, Saunders

- Resources and Materials

Chart paper, pens, copy paper, pencils, chart markers, construction paper, crayons, scissors.

- 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 goes beyond providing screening and grade level assessments of English Language Learner (ELL) students, the department also supports families by providing them with the necessary information on teaching/learning strategies and supplemental programs available 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, and photos of technology

- Frequency

Quarterly

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

- Name of Agency

ESE Department

- Describe how agency/organization supports families.

Banyan Creek's 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 to be successful. 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 with families, 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 free targeted academic support to help students build foundational reading and learning skills. By eliminating out-of-pocket costs, this support relieves financial stress for families while equipping parents with regular progress updates and practical tools to confidently guide their child's growth at home.

- 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] and photos.

- Frequency

Semi- annually

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 and families through a variety of means: newsletters, call outs, daily student news, fliers, school marquee (all in the home languages of our stakeholders represented at Banyan Creek - English, Spanish, Haitian Creole). 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 in all three languages (English, Spanish, Haitian Creole) *Additional sample evidence(s) are: School-Parent Compact, PFEP summary, and, Title I Annual Meeting.

- Description

We will discuss curriculum and proficiency expectations on several occasions: Title 1 annual parent meeting, grade level curriculum nights, parent-teacher conferences, and parent trainings that will focus on all three main disciplines (Reading, Math and Science). 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 with curriculum and proficiency level expectations and sign in sheets for each parent and curriculum nights, parent/teacher conference forms.

- Description

We will inform parents about the variety of academic assessments during our monthly SAC meetings (with forms of academic assessments, student progress, and achievement levels) 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, 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 monthly SAC meetings, annual parent meeting, parent/teacher conferences, parent fliers, and parent call outs in three languages (English, Spanish, and Haitian Creole)

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

SAC meeting minutes, Agendas and Sign-in Sheets from meetings and conferences and copies of parent fliers, IEP/LEP meeting. notes.

- Description

Meetings will be scheduled for various 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 various times), agendas, minutes of meeting, handouts, parent conferences, IEP/LEP meeting/notes

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, Spanish and Haitian Creole. 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, agendas, 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 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 ADA ramps (music classroom, school entry, stage) 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 categorized as Migratory. 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 if needed, 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 through the school district housing questionnaire 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. Banyan Creek's Behavioral Health Professional (BHP) and School Counselor 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.

McKenny Vento Program (MVP) form, Flyers, SBT Notes, Family Housing Questionnaire

Other Activities

1. Activity #1

Activity #1

- Activity #1

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- **Brief Description**

This school has chosen to be exempt from this area.

2. Activity #2

Activity #2

- **Activity #2**

This school has chosen to be exempt from this area.

- **Name of Activity**

This school has chosen to be exempt from this area.

- **Brief Description**

This school has chosen to be exempt from this area.

3. Activity #3

Activity #3

- **Activity #3**

This school has chosen to be exempt from this area.

- **Name of Activity**

This school has chosen to be exempt from this area.

- **Brief Description**

This school has chosen to be exempt from this area.

Building Non-Academic Skills

1. Building Students' Non-Academic Skills

Banyan Creek Elementary School fosters a nurturing and inclusive environment that promotes self-awareness, confidence, and personal growth, empowering students to become active and contributing members of their community. Our school focuses on developing both academic and non-academic skills through comprehensive schoolwide initiatives designed to support the whole child. A cornerstone of our approach is Schoolwide Positive Behavior Support (SwPBS), which promotes, teaches, reinforces, and celebrates positive behaviors throughout the school. Banyan Creek has established a schoolwide behavior matrix that clearly defines expectations across various settings, and ClassDojo is implemented schoolwide to reinforce and recognize positive choices. Cafeteria systems also incorporate PBS initiatives, and teachers participate in schoolwide class compliments to celebrate positive behaviors. Positive Office Referrals are awarded monthly to students who demonstrate exceptional behavior and character. Administration recognizes these students with a certificate and a positive phone call home. Our schoolwide P.A.W.S. expectations—Positive Behavior, Achiever's Attitude, Willingness to Learn, and Safe Choices—serve as the foundation for student behavior across campus. Expectations are explicitly taught and reinforced in every common area. Two SwPBS P.A.W.S. assemblies are held annually, one during the first week of school and another following winter break, to reteach and reinforce behavioral expectations. Banyan Creek prioritizes students' mental health needs. Ten minutes of Skills for Life and Learning (SLL) is embedded into the daily schedule, providing teachers with dedicated time to address students' individual needs. Students in grades K–2 participate in guidance lessons during the fine arts rotation focused on SLL development. Students also have access to our school counselor and Behavioral Health Professional as needed. Through classroom activities and schoolwide initiatives, we foster a growth mindset and encourage students to view challenges as opportunities for learning and growth. Character Education is addressed monthly. Teachers nominate students who demonstrate outstanding character, and the school counselor recognizes them during morning announcements alongside the principal. This provides consistent schoolwide recognition of positive character traits and accomplishments. Our Mental Health Team and Guidance Department work closely with the School-Based Team to identify and support students experiencing SLL or mental health challenges. The team includes our guidance counselor, co-located mental health therapist, administration, and Behavioral Health Professional. The team meets biweekly to review new and ongoing referrals, discuss student needs, and share strategies and interventions to ensure students receive consistent support. Banyan Creek provides multiple systems for positive adult connections. Check-In/Check-Out systems monitor student progress, provide encouragement, and help students prepare for the beginning and end of each school day. Teacher buddies are assigned to students who benefit from an additional trusted adult connection and meet with them throughout the week. Members of the administrative team are also paired with students who experience challenges connecting with adults at school. Administrators check in with these students and visit classrooms to monitor progress, strengthen relationships, and ensure students are successful. Our school counselor facilitates targeted small groups addressing specific student needs and life experiences, including divorce or separation, grief, stress management, social skills, and anxiety. A licensed co-located mental health therapist provides additional support on campus, including up to 12 free counseling sessions for students. Our Behavioral Health Professional works directly with students to develop social skills and behavioral regulation strategies while collaborating with teachers to monitor progress, develop behavior plans and contracts, and support families. Banyan Creek extends its commitment to student well-being beyond the classroom by supporting families and the broader community. Through our Shop with a Cop partnership with the Delray Beach Police Department, selected students participate in a shopping experience at Walmart alongside a local police officer, providing needed holiday items while building positive relationships with law enforcement. Throughout the school year, Banyan Creek also hosts multiple food drives and distributes food to families in partnership with the School District's McKinney-Vento Program. These efforts help ensure students and families have access to

essential resources and support. Banyan Creek Elementary School is committed to creating a safe, supportive, and empowering environment where every student is known, valued, and given the opportunity to thrive.

SBT/MTSS Implementation

1. SBT/MTSS Implementation

At Banyan Creek Elementary School, identifying students in need of intervention is an ongoing, fluid, and data-driven process. The process begins in August as we receive initial data points from standardized assessments and continues throughout the school year as additional academic, behavioral, and progress-monitoring data become available. We utilize the Palm Beach County Intervention Handbook and its decision trees to guide our identification and placement process. These decision trees clearly identify the data points and criteria associated with each tier of support (Tier 1, Tier 2, Tier 3), allowing our team to make consistent and informed decisions. Identify the data points and criteria associated with each tier of support (Tier 1, Tier 2, and Tier 3) to ensure our team can make consistent, data-driven, and informed instructional decisions. Tier 1: Daily, on-grade-level core instruction provided to all students. Tier 2: Daily, on-grade-level core instruction plus one additional targeted intervention group. Tier 3: Daily, on-grade-level core instruction plus two additional targeted int Once students are identified as needing additional support, we begin matching them with appropriately trained interventionists. When making these assignments, we consider the specific intervention required, staff members who have been trained to implement that intervention, and the qualifications needed to provide Tier 3 support. Teachers providing Tier 3 reading interventions must hold the State of Florida Reading Endorsement, ensuring that students receive instruction from appropriately qualified personnel. All Banyan Creek teachers have access to a shared Google Drive containing School-Based Team (SBT) resources, intervention information, and printable referral packets. Teachers are trained to complete an SBT referral packet for students who are not making sufficient academic or behavioral progress despite classroom-based supports. Several school-based liaisons are available to assist teachers with the referral process and answer questions as needed. Referral documentation includes evidence of parent communication, conferences, PMP/MTSS documentation, RTI interventions, progress-monitoring data, and previous actions taken by the teacher, such as behavior contracts or other classroom interventions. This documentation ensures that the team has a comprehensive understanding of the student's needs and the interventions that have already been attempted. To ensure that interventions are appropriately matched to individual student needs, School-Based Team members are trained to analyze student data, identify areas of need, and develop interventions aligned with district-approved progress-monitoring tools. Banyan Creek utilizes the Multi-Tiered System of Supports (MTSS) framework to guide intervention decisions and ensure that students receive increasingly intensive levels of support based on their individual needs and response to intervention. The School-Based Team meets biweekly to review newly submitted SBT referrals and monitor students currently receiving tiered interventions. During these meetings, the team examines student progress, evaluates the effectiveness of current interventions, and determines whether interventions should be continued, modified, intensified, or supplemented with additional supports. This ongoing review allows the team to respond quickly to student needs and ensures that intervention decisions are based on current data rather than a single assessment point. Banyan Creek's School-Based Team is led by our SAI teacher and includes the principal, assistant principal, homeroom teacher, guidance counselor, school psychologist, ESOL coordinator, ESE contact, SSCC, and Behavioral Health Professional (BHP). This multidisciplinary team provides a variety of perspectives and expertise to ensure that academic, behavioral, social skills, language, and exceptional student education needs are considered when developing student support plans. As part of our regular SBT meetings, the team reviews real-time data maintained by teachers and updated through ongoing PLC discussions. We also analyze i-Ready, FAST, and local assessment data to monitor student performance and growth. By combining multiple data sources with teacher observations and intervention documentation, Banyan Creek is able to identify students who need additional support, match them with appropriate interventions, monitor their response, and make timely adjustments when progress is limited. Our goal is to provide every student with the appropriate level of support at the appropriate time while ensuring that interventions are targeted, evidence-based, and responsive to student progress. Through consistent collaboration, ongoing data analysis, and the MTSS framework, Banyan Creek's

School-Based Team works to ensure that both teachers and students receive the support necessary for continued academic, behavioral, and social skill growth.

Provision of a Well-Rounded Education

1. Well-Rounded Education

Banyan Creek utilizes multiple sources of data to determine core instructional needs and ensure instruction is responsive to student performance. Data sources include FSQs, USAs, STAR/FAST, i-Ready, classroom assessments, and teacher observations. Teachers and administration closely monitor and track student assessment data through Professional Learning Communities (PLCs), grade-level team meetings, and School-Based Team (SBT) meetings. This ongoing analysis allows us to identify trends, determine areas of instructional need, and make necessary adjustments to the instructional calendar and pacing. Banyan Creek also follows the Multi-Tiered System of Supports (MTSS) framework to monitor student progress and determine appropriate levels of support. Data is used to identify individual student needs and ensure that students receive targeted instruction and interventions when needed. Additionally, Banyan Creek does not limit gifted and accelerated instructional opportunities solely to students formally identified as gifted. We provide opportunities for students who demonstrate readiness, academic potential, and a need for increased rigor to access accelerated learning experiences.

How the school ensures instruction is aligned to standards: Professional Learning Communities (PLCs) are central to our standards-based planning process. Teachers use the district scope and sequence, instructional calendars, and grade-level standards to guide lesson planning and instructional delivery. Teachers participate in weekly common planning to collaboratively develop lesson plans, identify priority standards, plan rigorous learning experiences, and discuss strategies for addressing student needs. PLC discussions also include the review of student data and assessment results to determine whether standards have been effectively addressed and whether reteaching, enrichment, or instructional adjustments are needed. This collaborative process promotes consistency across classrooms and ensures that instruction remains aligned to district expectations and state standards.

Courses/electives that are not considered core content and courses focused on job skills: As a Technology Choice School, Banyan Creek provides all students with technology instruction as part of the Fine Arts rotation. Students also participate in traditional Fine Arts electives, including Media, Music, Art, and Physical Education. In fifth grade, students have the opportunity to participate in an Industry Certification Exam as a part of our technology choice program. This examination that can lead to a technology certification upon successful completion. This experience provides students with foundational technology skills and an opportunity to earn a credential that supports future academic and career readiness.

Opportunities to extend learning time: Banyan Creek provides free after-school tutoring opportunities annually to extend instructional time and provide students with additional academic support. These opportunities are designed to reinforce grade-level standards, address identified areas of need, and provide additional opportunities for students to practice and apply essential skills.

How the school connects classroom learning to real-world applications: Banyan Creek intentionally incorporates hands-on and experiential learning opportunities throughout the curriculum. Science instruction includes hands-on investigations and activities that allow students to apply scientific concepts to real-world situations. ELA units include interactive culminating activities that provide students with opportunities to demonstrate their learning through authentic and experiential tasks. Throughout the school year, Banyan Creek also hosts Science, STEM, Math, and Literacy Nights that engage students and families in interactive learning experiences. These events provide opportunities for students to apply academic skills in meaningful contexts while demonstrating how classroom learning connects to everyday life, problem-solving, and future careers.

How extracurricular opportunities enrich students' education: Banyan Creek offers a variety of extracurricular clubs and activities throughout the school year. These opportunities allow students to explore interests beyond the core curriculum, develop leadership and collaboration skills, build positive relationships with peers and adults, and apply academic and SLL skills in new settings. Clubs provide additional opportunities for students to discover strengths and interests while developing confidence, responsibility, creativity, and a sense of belonging within the school community.

Post-Secondary Opportunities and Workforce Readiness

1. Post-Secondary Opportunities and Workforce Readiness

Banyan Creek Elementary School provides accelerated learning opportunities across all grade levels to ensure students are appropriately challenged and supported in reaching their full academic potential. In grades K–2, students have access to Gifted and Gifted/Talented classes. In grades 3–5, accelerated opportunities include AMP, Gifted, and Gifted/Talented programs. These opportunities provide students with increased rigor, enrichment, and instruction aligned to their individual academic needs. To support equitable identification for gifted services, second-grade students participate in the NNAT3, a nonverbal gifted screening assessment designed to help identify students who may be underrepresented through traditional identification measures. This process allows the school to recognize a broader range of student strengths and academic potential. Banyan Creek also provides opportunities for students to develop early career and technology-related skills. Fifth-grade students participate in the ICT (Industry Certification Test), which provides an opportunity to earn an industry certification and can support future access to high-achieving choice programs. Students begin building their certification portfolio at an earlier age and receive multiple practice opportunities to develop the knowledge and skills needed for success on the official certification examination. College and career awareness is also integrated into the school culture. During Spirit Weeks and other schoolwide activities, students are encouraged to explore future careers, educational opportunities, and personal goals. Activities such as “Dress Like What You Want to Be When You Grow Up” allow students to express their career interests and begin making connections between their current education and their future aspirations. Through accelerated coursework, gifted identification, industry certification opportunities, and college and career-focused activities, Banyan Creek encourages students to pursue high expectations and envision themselves as successful lifelong learners.

Transition From Early Childhood to Elementary School

1. Transition to Elementary School

Banyan Creek Elementary School has established a variety of protocols and transition activities to ensure that students and families experience a smooth and successful transition into kindergarten and throughout their elementary school experience. Our transition process begins in the spring with our annual Kindergarten Kick Off. Information and flyers are distributed to local preschools, daycares, and aftercare programs to ensure families in our community are aware of enrollment and transition opportunities. During Kindergarten Kick Off, families receive information about kindergarten readiness, curriculum expectations, daily routines, and what students can expect during their first year of elementary school. Families have the opportunity to tour the school and visit a kindergarten classroom with a member of the leadership team. Parents also receive Kindergarten Readiness Kits with activities and resources to use with their children throughout the summer. Our student support team is an integral part of the transition process. The School Psychologist, Behavioral Health Professional, School Counselor, ESE Coordinator, and Speech-Language Pathologists participate in transition events to introduce themselves to families, explain available services, and provide information regarding screenings and student supports. This early connection helps families understand the resources available to support their child's academic, behavioral, SLL, and communication needs. Banyan Creek is also home to two VPK programs, serving both students who are zoned for our school and students from outside our attendance area. These programs provide students with an opportunity to become familiar with the school environment, routines, and expectations before entering kindergarten. On-site school tours are available throughout the school year for prospective families and students. Our Meet the Teacher event is scheduled before the first day of school, giving students and families an opportunity to meet their teacher, visit the classroom, and become familiar with the school environment. Banyan Creek also hosts a Curriculum Night a few weeks into the school year where teachers communicate grade-level expectations, review state assessment information, including STAR/FAST, and share the academic skills and standards students will work toward throughout the year. Families receive materials and resources to support learning at home, including hands-on math and reading manipulatives, journals, flash cards, sight-word activities, letter-recognition activities, and resources emphasizing the importance of students learning to read, write, and recognize their names. Transition and family engagement extend beyond kindergarten. Banyan Creek leadership members participate in community outreach by visiting local preschools and reading to young children. These experiences help establish relationships with families and early childhood programs while creating familiarity with Banyan Creek and fostering a positive connection to school before students officially enroll. Through early outreach, Kindergarten Kick Off, VPK programming, family readiness resources, school tours, Meet the Teacher, Curriculum Night and collaboration with student support professionals, Banyan Creek works intentionally to ensure that students and families feel welcomed, informed, prepared, and supported as they transition into our school community.

Professional Learning

1. Professional Learning

Banyan Creek Elementary School is committed to providing ongoing professional learning opportunities that support teacher development and align with the needs of our students and schoolwide initiatives. Our teachers utilize the district-provided professional development opportunities available through eLearning, allowing staff to access training that supports instructional practices, professional growth, and district priorities. In addition to district offerings, Banyan Creek schedules specialized professional development with outside organizations and program providers to support initiatives and resources implemented at our school. Banyan Creek also participates in the district's ESP (Educator Support Program), providing structured mentoring for teachers who are new to Palm Beach County or new to the teaching profession. New teachers are paired with experienced mentor teachers who provide guidance, collaboration, classroom support, and assistance with navigating instructional expectations and school procedures throughout their first year. Teachers are also encouraged to pursue professional learning beyond the district. Staff may attend conferences and professional development opportunities outside of Palm Beach County and receive in-service credit through eLearning when applicable. This provides teachers with opportunities to explore current educational practices, expand their professional knowledge, and bring new strategies and ideas back to the school. Additionally, teachers have access to specialized professional development through the district's Multicultural Education and ESE departments. These trainings are tailored to the specific instructional, compliance, and support needs of students receiving specialized services and help ensure that staff remain informed about effective practices and current requirements. Through a combination of district professional development, school-based training, program-specific learning, mentoring, conferences, and specialized departmental support, Banyan Creek provides teachers with multiple opportunities to continuously strengthen their practice and improve outcomes for all students.

Recruitment and Retention of Effective Educators

1. Recruitment and Retention

Banyan Creek Elementary School is committed to recruiting, developing, and retaining highly effective educators who align with our school's mission, vision, and commitment to student success. To recruit qualified teachers, our school participates in the district's annual job fair, collaborates closely with Human Resources, and actively identifies promising candidates through our intern and substitute teacher pools. Current staff are also encouraged to share employment opportunities with professional networks and recommend educators who would be a strong fit for the Banyan Creek community. We place a strong emphasis on developing relationships with future educators. Banyan Creek is enhancing the internship experience to provide teacher candidates with a well-rounded and meaningful introduction to the profession. Administration meets regularly with interns to build relationships, provide support, learn about their professional goals, and identify candidates who exemplify the mission and vision of our school. This approach allows us to build a strong pipeline of potential future educators while providing interns with authentic experiences that prepare them for their own classrooms. Retention is supported through a comprehensive orientation and mentoring process. New teachers receive an in-depth orientation to school procedures, instructional expectations, resources, and the Banyan Creek culture. Through the district's ESP (Educator Support Program), teachers who are new to Palm Beach County or new to the profession are paired with experienced mentor teachers who provide ongoing guidance and support throughout their first year. Banyan Creek also provides multiple opportunities for collaboration and professional growth. Knowledgeable grade-level team leaders support teachers, while biweekly grade-level collaborative planning allows educators to work together to analyze data, plan instruction, share strategies, and address student needs. Teachers have access to a variety of professional development opportunities through the district, school-based initiatives, specialized departments, and outside conferences. We also provide opportunities for teachers to earn additional compensation through school tutorial programs. These opportunities allow educators to support students academically while also providing an additional professional incentive. A positive and supportive school culture is central to our retention efforts. Administration maintains an open-door policy that encourages communication, feedback, collaboration, and discussion of employee concerns. We strive to create an environment where teachers feel valued, supported, heard, and empowered to contribute to the continued growth of our school. Through intentional recruitment, a strengthened internship program, mentoring, collaboration, professional development, leadership opportunities, and open communication, Banyan Creek works to attract and retain educators who are committed to our students and invested in the success of our school community.