

Miami-Dade County Public Schools

Banyan Elementary School



2015-16 School Improvement Plan

Banyan Elementary School

3060 SW 85TH AVE, Miami, FL 33155

<http://banyan.dadeschools.net/>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	81%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	97%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	B	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

It is the mission of Banyan Elementary School to develop each student's academic, social, physical and emotional potential in a wholesome, environment to create lifelong learners and contributing citizens in a multicultural and changing world.

Provide the school's vision statement

Banyan Elementary School creates, through our students, a society that allows for responsibility, justice, and fairness. It provides all citizens with opportunities to become cooperative and successful participants in a world of diverse cultures, while pursuing excellence.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The process by which the school learns about students' cultures and builds relationships between teachers and students are through cross cultural curriculum, multicultural activities, celebration of special holidays in classroom and school-wide as well as family night activities.

Describe how the school creates an environment where students feel safe and respected before, during and after school

The school creates an environment where students feel safe and respected before, during and after school. as follows:

1. Before, during and after school monitoring by a full time security monitor
2. All visitors have to sign-in and obtain a school pass
3. Teachers pick up classes in the morning from the cafeteria
4. Students are supervised during lunch
5. Students always leave the classroom with a buddy
6. Teachers are assigned a post at dismissal to ensure that the students are safely dismissed
7. The Walksafe Program is implemented to provide safety pedestrian skills.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Banyan Elementary has established several protocols integrating strategies delineated in the "Roadmap to Progressive Discipline" as an alternative to student suspensions. During the opening of schools meeting research-based disciplinary strategies along with the code of student conduct were reviewed and discussed with the faculty and staff. Grade level assemblies were conducted during the second week of school to reiterate the code of student conduct, cafeteria rules, classroom rules as well as to share information about the schools Incentive Program for outstanding citizenship and positive role models. This information was also communicated to parents during Open House and is referenced throughout the year during all school activities, ESSAC, Leadership and Safety Meetings and as necessary during parent/teacher/administrator conferences. The procedural guidelines delineated in the Code of Student Conduct and the Roadmap to Progressive Discipline are

implemented with consistency and fidelity by all stakeholders.

Incentive Programs are implemented to recognize students who are positive role models and to encourage other students to modify their behavior. Positive behaviors are recognized through “Do the Right Thing”, Student of the Month, Spot Success, Bucket Fillers and Perfect Attendance.

Educational research indicates that tardiness and absences negatively impact student achievement and behavior. Therefore, attendance intervention strategies and procedural protocols from the M-DCPS Truancy Program are implemented early and consistent to ameliorate attendance and positive behaviors. The classrooms with the best attendance will receive special treats and prominently display a banner that highlights their achievement.

To reduce inappropriate behaviors, students receive individual counseling and mentoring. The school counselor provides small group and individual counseling in the areas of conflict resolution, anger management, and social communication skills. The counselor may also refer parents to outside resources to assist students in achieving desirable behavioral goals. In addition, the counselor has regularly scheduled lessons to address student behaviors, review the Values Matter initiative and discuss the value of the month.

The following disciplinary measures are implemented when appropriate as per the M-DCPS Code Of Student Conduct:

Verbal Reprimand; Warning; Detention; Student/Teacher Conferences; Student/Principal Conferences; Parent/Teacher Conferences; Student Behavioral Contract ; Temporary Removal From Class; Revocation of Extracurricular Privileges; Referral to the Student Support Team; Response to Intervention for Behavior (RtIB/MTSS); Initiating and monitoring FAB and BIP.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

All faculty and staff are provided with information regarding the dynamics, prevention, intervention, and consequences of bullying to enhance school safety. All students are expected to follow the District Code of Student Conduct that reflects clearly delineated rules and consequences. Our school provides awareness, prevention, and education to all stakeholders in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated. The District's Anti Bullying Curriculum is implemented school wide during the month of October and is incorporated throughout the year in all areas.

School counselors provide counseling services to individual students and groups of students. They also provide professional support to teachers, parents and administrators through consultation and collaboration. The school's goal is for students to become self-directed, realistic, and responsible decision-makers and to be successful contributors to society.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The school's early warning system includes the following:

- Attendance below 90 percent, regardless of whether absence is excused or unexcused.
- Course failure in English Language Arts or Mathematics
- Students in grades 3rd -5th scoring a Level 1 score on the statewide, standardized assessments in English

Language Arts or Mathematics or students scoring below the fiftieth percentile in Reading or Mathematics on the SAT-10.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level					Total
	K	1	2	3	5	
Attendance below 90 percent	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	
Course failure in ELA or Math	3	3	6	0	6	18
Level 1 on statewide assessment	0	0	0	6	1	7

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level					Total
	K	1	2	3	5	
Students exhibiting two or more indicators	4	2	12	1	4	23

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

The intervention strategies employed by the school to improve the academic performance of students identified by the early warning system are:

1. ELL STARS Tutoring Program (before/after school)
2. Bulldog Intervention Academy (during school) - Rtl
3. Saturday Academy
4. Attendance Intervention

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Title I School

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school works at building positive relationships with families to increase involvement through implementation of the schools' mission and vision goals for student achievement. The Leadership Team collaborates with the Educational Excellence School Advisory Council (ESSAC) and the Parent Teacher Association (PTA) to increase parental involvement and foster reciprocal community participation. The following activities facilitate positive, ongoing parent and community relationships:

- Open House

- Family Night
- Book Fair
- Career Day
- Parent Coffee
- Character Education
- Canned Food Drive
- School Advisory Counsel
- United Way
- DARE Program
- Diabetes Awareness Program
- Multicultural Activities
- Student of the Month
- Do The Right Thing
- Honor Roll Assemblies

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Davis, Cheri	Principal
Lewis, Donna	Assistant Principal
Aguirre, Vivian	Guidance Counselor
Rodriguez, Eva	Teacher, K-12
Rodriguez, Marilyn	Teacher, K-12
Rossello, Mayra	Instructional Media
Rubio, Maria	Teacher, K-12
Summers, Stella	Teacher, K-12
Fillmore, James	Teacher, K-12
Sabbag, Michelle	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Principal- Ms. Davis / Assistant Principal – Dr. Donna M. Lewis: will schedule and facilitate regular Rtl meetings, ensure attendance of team members, confirm follow up of action steps, and allocate resources. In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS/Rtl problem solving process.

Assistant Principal: provides guidance on the Comprehensive Reading Plan as well as Common Core Curriculum Standards in Kindergarten through Third Grade; facilitates assessments and strategies to be implemented and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding database instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans and conducts on-going progress monitoring of students.

Student Services Personnel Ms. Vivian Aguirre: provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. She is also

facilitating the incorporation of the core values through monthly presentations.

The school social worker, Mr. Laucirica, in addition to providing interventions, continues to link child-serving and community agencies to the school and families, in order to support the child's academic, emotional, behavioral, and social success.

Primary Grade Chair: Ms. E. Rodriguez and Intermediate Grade Chair: Ms. S. Summers:

Disseminates information to the teachers and ensures that they understand the process. Also the grade level chairs will assist with questions and directions related to implementing the Sip and MTSS/ Rtl process.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The MTSS Leadership Team implemented the Tier 1 Problem Solving process to set Tier 1 goals and use academic and behavioral data to evaluate progress towards the goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Monitor student progress towards expected levels proficiency.
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response,
(MTSS problem solving process and monitoring progress of instruction)
5. Respond when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Title I, Part A

Banyan Elementary provides services to ensure students requiring additional instruction or remediation are assisted through after-school tutoring. The District coordinates with Title II, and Title III to ensure that staff development needs are provided. Curriculum Coaches develop, lead and evaluate schools' core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk," assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

Title I, Part C- Migrant

Banyan Elementary School provides services and support to migrant students and parents. The District Migrant Liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met

Title I, Part D

Funds received through Title I are used to purchase the Community Involvement Specialist (CIS) and support academic programs.

Title II

Banyan Elementary uses supplemental funds provided by the district for improving basic education as follows:

- training for add-on endorsement programs, such as Reading, Gifted, and ELL Program
- training and substitute release for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Communities (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

Title III funds are used to supplement and enhance the programs for the English Language Learner (ELL) and immigrant students by providing funds to implement and/or provide:

- tutorial programs
- parent outreach activities
- coaching and mentoring for ELL and content area teachers
- reading and supplementary instructional materials

Title VI, Part B– NA

Title X- Homeless

Homeless Liaison provided training for school registrar on the procedures for enrolling homeless students and for the school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements. The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth. The school has a school based homeless coordinator trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

Banyan Elementary will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

Banyan Elementary offers an anti-drug program offered by the Miami-Dade County Police Department to students that incorporates counseling DARE. In addition students participate in Anti Bullying Programs and presentations that discourage bullying and they are encouraged to report any form of bullying to the counselor or administration.

Nutrition Programs

1. Banyan Elementary adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2. Nutrition education, as per state statute, is taught through physical education at Banyan Elementary.
3. The School Food Service Program at Banyan Elementary, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs - N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

At Banyan Elementary parents are involved in the planning and implementation of the Title I Program. In addition, the school extends an open invitation to the Parent Resource Center to inform parents of available programs and their rights under No Child Left Behind and other referral services.

Banyan Elementary will increase parental engagement/involvement by developing our Title I School-Parent Compact for each student; our school's Title I Parental Involvement Plan; scheduling the Title I

Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Banyan Elementary will conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, and Parent Academy courses with flexible times to accommodate our parents' schedules as part of our goal to empower parents and involve them.

Banyan Elementary will complete Title I Administration Parental Involvement Monthly School Reports (FM-6914) and the Title I Parental Involvement Monthly Activities Report (FM-6913), and submit them to Title I Administration by the fifth of each month as documentation of compliance with NCLB Section 1118.

Additionally, the M-DCPS Title 1 Parent/Family Survey, distributed to schools by the Title 1 Administration, is to be completed by parents/families annually in May. The survey's results are to be used to assist with revising our Title I parental documents for the upcoming school year.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Cheri A. Davis	Principal
Rhonda Smith	Business/Community
Donna Sakowicz	Business/Community
Mayra Rossello	Teacher
Emily Windsor	Teacher
Wendy Lewis	Parent
Julie Lewis	Student
Vivian Aguirre	Teacher

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The SAC met several times to review data, discuss areas of improvement and suggest funding to support educational programs to enhance student performance. The SAC's involvement in guiding the effective implementation of the Continuous Improvement Model resulted in the improvement of the school's overall academic performance.

Development of this school improvement plan

The SAC meets several times to review data, discuss areas of improvement and suggest funding to support educational programs to enhance student performance. In addition to student performance data they will also review attendance data and support the attendance initiative implemented by the school.

Preparation of the school's annual budget and plan

The principal will review the allocation plan and school budget with the SAC committee on a regular basis.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The school improvement funds will be used to support before and after school intervention programs (\$1000) and to purchase student awards/incentives (\$500).

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Davis, Cheri	Principal
Lewis, Donna	Assistant Principal
Aguirre, Vivian	Guidance Counselor
Rossello, Mayra	Instructional Media
Rodriguez, Eva	Teacher, K-12
Rodriguez, Marilyn	Teacher, K-12
Summers, Stella	Teacher, K-12
Fillmore, James	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the LLT this year will include: monitoring Wonders Reading Program with fidelity, ensure differentiated instruction strategies are used with more rigor and consistency throughout all grade levels and across the curriculum. Ensure direct and explicit instruction along with effective instructional principles are embedded in content and special area classes, provide workshops for parents to develop literacy skills which will enable them to become more active and effective participants in their children's education.

Grade Level Teams will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. multidisciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout the curriculum.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The school's strategies to encourage positive working relationships between teachers, includes collaborative planning and instruction, regularly scheduled vertical and horizontal planning and sharing best practices during faculty meetings.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The schools' strategies to recruit and retain highly qualified, certified-in-field teachers is to advertise, conduct rigorous interviews, review and follow-up with references. In order to retain teachers they will be paired with a veteran to support and assist as needed.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

The school's teacher mentoring program pairs a highly effective veteran teacher who has great interpersonal skills with a beginning teacher. If possible the mentor teacher selected is from the same grade level and opportunities are provided for them to plan and share ideas or concerns during the school day. Professional development opportunities are also provided to for both teachers as necessary to assist with instructional pedagogy or the mentor-ship program.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The school ensures that its core instructional programs and materials are aligned to Florida's standards by using the materials that are approved or provided by the district and by using the district pacing guides.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The school uses data i.e i-Ready, SAT-10, Interim Assessment, STAR) to provide and differentiate instruction to meet the diverse needs of students as follows;

The students are placed in groups and receive individual instruction, or placed on an appropriate computer based program such as Reading Plus, Reflex Math or i-Ready (math or reading).

The intervention strategies employed by the school to improve the academic performance of students identified by the data are:

1. ELL STARS Tutoring Program (before/after school)
2. Bulldog Intervention Academy (during school) - RtI
3. Saturday Academy
4. I-Ready (Reading and Mathematics)

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Before School Program

Minutes added to school year: 33,600

The research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum is before school tutorial program that will lengthen the school day by 1 hour for each of the seven classes. The tutorial program will provide targeted intervention in core academic subjects as well as enrichment activities. Teachers will be provided time for weekly planning and collaboration.

Strategy Rationale

Targeted intervention in the core academic subjects as well as enrichment activities have been shown to enhance academic performance.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Lewis, Donna, dmlewis@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data is collected and monitored using pre-post test data and using biweekly assessments by the teacher. Collaborative briefing occurs with administrators throughout the program to assess effectiveness of the strategies being implemented.

Strategy: Weekend Program

Minutes added to school year: 1,440

The research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum for a Saturday academy tutorial program that will lengthen the school week by 2 hours. The tutorial program will provide targeted intervention in the core academic subjects as well as enrichment activities. Teachers will be provided time for planning and collaboration.

Strategy Rationale

Targeted intervention in the core academic subjects as well as enrichment activities have been shown to enhance academic performance.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Davis, Cheri, pr0201@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data is collected and monitored using pre-post test data by the teacher. Collaborative briefing occurs with administrators throughout the program to assess effectiveness of the strategies being implemented.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

At Banyan Elementary School, all incoming Kindergarten students are assessed upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of robust instruction/intervention programs. All students are assessed within the area of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Specifically, the Bracken Basic Concept Scale-Revised (BBCS-R) will be used to assess basic academic skills development and academic school readiness of incoming students. The Clinical Evaluation of Language Fundamentals-Preschool (CELF-P) assessment will be used to ascertain oral language skills of incoming students. The Developmental Skills Checklist (DSC) will be used to determine students' print/letter knowledge and level of phonological awareness/processing. In addition to academic/school readiness assessments, all incoming Kindergarten students will be assessed in the area of social/emotional development. Specifically, the Ages and Stages Questionnaire will be completed by the parent/guardian of all incoming Kindergarten students. Questionnaire results will provide valuable information regarding student development and need for instruction/intervention.

Screening data will be collected and aggregated prior to September 30, 2015. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic

and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. Social skills instruction will occur daily for 20 minutes using the Skills Streaming Curriculum and will be reinforced throughout the day through the use of a common language, re-teaching, and positive reinforcement of pro-social behavior. The interim assessment test will be re-administered mid-year and at the end of the year in order to determine the need for changes to the instructional/intervention programs.

Additionally, in June 2015, a Pre-Kindergarten transition meeting was held at Banyan Elementary to inform parents and community members.

Registration for Kindergarten takes place during the summer. Open House is scheduled for September 9, 2015 and a Parent Transitional Meeting will take place in May 2016.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

N/A

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. To increase student achievement by improving core instruction in all content areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. To increase student achievement by improving core instruction in all content areas. 1a

G070611

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	80.0
AMO Reading - ELL	74.0
AMO Reading - ED	77.0
AMO Math - All Students	83.0
AMO Math - ELL	80.0

Resources Available to Support the Goal 2

- ELA: i-Ready, Accelerated Reader, Imagine Learning, before/after school tutoring, Tumble Books, Discovery Learning, and CPalms
- Math: i-Ready, Reflex Math, Think Central, before/after school tutoring.
- Science: Discovery Learning, NBC Learn, CPalms, Gizmos
- Social Science: Time for Kids, CPalms, Virtual Library.

Targeted Barriers to Achieving the Goal 3

- Lack of consistent evidence of the Gradual Release of Responsibility Model (GRRM) though inquiry based learning across all content areas.

Plan to Monitor Progress Toward G1. 8

Administrator will monitor progress towards this goal by collecting and reviewing student performance data such as Interim Assessment, i-Ready Reports , Reading Plus and Reflex Math reports.

Person Responsible

Cheri Davis

Schedule

Biweekly, from 10/19/2015 to 5/31/2016

Evidence of Completion

Lesson Plans, administrative walk-through logs, i-Ready, Reading Plus and Reflex- Math reports.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. To increase student achievement by improving core instruction in all content areas. **1**

 G070611

G1.B1 Lack of consistent evidence of the Gradual Release of Responsibility Model (GRRM) though inquiry based learning across all content areas. **2**

 B183990

G1.B1.S1 Implement the GRRM as an instructional framework to support students in content, skills, and strategy acquisition by gradually releasing responsibility for learning outcomes from teacher to student using inquiry based strategies. **4**

 S195577

Strategy Rationale

The GRRM through inquiry based learning will support student achievement in developing critical thinking and complete increasingly complex, grade-level appropriate tasks.

Action Step 1 **5**

Provide professional development across all content areas on the effective implementation of the Gradual Release Responsibility Model (GRRM) using inquiry based activities during the faculty meeting.

Person Responsible

Donna Lewis

Schedule

On 10/7/2015

Evidence of Completion

Meeting agenda, Sign-n sheets, Handouts

Action Step 2 5

Teachers across all content areas will implement the Gradual Release Responsibility Model using inquiry based activities during classroom instruction.

Person Responsible

Cheri Davis

Schedule

Daily, from 10/9/2015 to 5/31/2016

Evidence of Completion

Classroom visitation logs, Lesson Plans, Student performance data, Data chats

Action Step 3 5

Identify model classrooms that are using inquiry based activities as support for the implementation of the Gradual Release Responsibility Model.

Person Responsible

Cheri Davis

Schedule

On 11/7/2015

Evidence of Completion

Classroom visitation logs, Teacher observations

Action Step 4 5

Provide additional support across all content areas on the effective implementation of the Gradual Release Responsibility Model using inquiry based activities during professional learning communities.

Person Responsible

Eva Rodriguez

Schedule

Monthly, from 11/2/2015 to 5/31/2016

Evidence of Completion

Agendas, Sign-in Sheets, Lesson Plans, Classroom visitation logs, Teacher observations.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Monitoring and supporting the fidelity of the implementation of the GRRM through inquiry based learning will take place through informal observations, attending grade level meetings and reviewing lesson plans.

Person Responsible

Cheri Davis

Schedule

Weekly, from 10/19/2015 to 5/31/2016

Evidence of Completion

The evidence that will be collected and used are sample lesson plans, grade level meeting agendas, sign-in sheets and classroom walk-through notes.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

To support the effectiveness of the implementation administrators will attend grade level meetings, conduct informal classroom walk-throughs and provide feedback as well as review student performance data.

Person Responsible

Cheri Davis

Schedule

Biweekly, from 10/19/2015 to 5/31/2016

Evidence of Completion

Teacher lesson plans, classroom walk-through notes and student performance data.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Provide professional development across all content areas on the effective implementation of the Gradual Release Responsibility Model (GRRM) using inquiry based activities during the faculty meeting.	Lewis, Donna	10/7/2015	Meeting agenda, Sign-n sheets, Handouts	10/7/2015 one-time
G1.B1.S1.A2	Teachers across all content areas will implement the Gradual Release Responsibility Model using inquiry based activities during classroom instruction.	Davis, Cheri	10/9/2015	Classroom visitation logs, Lesson Plans, Student performance data, Data chats	5/31/2016 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A3	Identify model classrooms that are using inquiry based activities as support for the implementation of the Gradual Release Responsibility Model.	Davis, Cheri	11/2/2015	Classroom visitation logs, Teacher observations	11/7/2015 one-time
G1.B1.S1.A4	Provide additional support across all content areas on the effective implementation of the Gradual Release Responsibility Model using inquiry based activities during professional learning communities.	Rodriguez, Eva	11/2/2015	Agendas, Sign-in Sheets, Lesson Plans, Classroom visitation logs, Teacher observations.	5/31/2016 monthly
G1.MA1	Administrator will monitor progress towards this goal by collecting and reviewing student performance data such as Interim Assessment, i-Ready Reports , Reading Plus and Reflex Math reports.	Davis, Cheri	10/19/2015	Lesson Plans, administrative walk-through logs, i-Ready, Reading Plus and Reflex- Math reports.	5/31/2016 biweekly
G1.B1.S1.MA1	To support the effectiveness of the implementation administrators will attend grade level meetings, conduct informal classroom walk-throughs and provide feedback as well as review student performance data.	Davis, Cheri	10/19/2015	Teacher lesson plans, classroom walk-through notes and student performance data.	5/31/2016 biweekly
G1.B1.S1.MA1	Monitoring and supporting the fidelity of the implementation of the GRRM though inquiry based learning will take place through informal observations, attending grade level meetings and reviewing lesson plans.	Davis, Cheri	10/19/2015	The evidence that will be collected and used are sample lesson plans, grade level meeting agendas, sign-in sheets and classroom walk-through notes.	5/31/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. To increase student achievement by improving core instruction in all content areas.

G1.B1 Lack of consistent evidence of the Gradual Release of Responsibility Model (GRRM) through inquiry based learning across all content areas.

G1.B1.S1 Implement the GRRM as an instructional framework to support students in content, skills, and strategy acquisition by gradually releasing responsibility for learning outcomes from teacher to student using inquiry based strategies.

PD Opportunity 1

Provide professional development across all content areas on the effective implementation of the Gradual Release Responsibility Model (GRRM) using inquiry based activities during the faculty meeting.

Facilitator

Ms. Cheri A. Davis, Dr. Donna M. Lewis, Ms. E. Rodriguez, and Ms. M. Rossello.

Participants

Faculty -(Teacher and Paraprofessionals)

Schedule

On 10/7/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data			
1	G1.B1.S1.A1	Provide professional development across all content areas on the effective implementation of the Gradual Release Responsibility Model (GRRM) using inquiry based activities during the faculty meeting.	\$0.00
2	G1.B1.S1.A2	Teachers across all content areas will implement the Gradual Release Responsibility Model using inquiry based activities during classroom instruction.	\$0.00
3	G1.B1.S1.A3	Identify model classrooms that are using inquiry based activities as support for the implementation of the Gradual Release Responsibility Model.	\$0.00
4	G1.B1.S1.A4	Provide additional support across all content areas on the effective implementation of the Gradual Release Responsibility Model using inquiry based activities during professional learning communities.	\$0.00
Total:			\$0.00