2013-2014 SCHOOL IMPROVEMENT PLAN

Banyan Elementary School
3060 SW 85TH AVE
Miami, FL 33155
305-221-4011
http://banyan.dadeschools.net/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	85%

Alternative/ESE Center	Charter School	Minority Rate
No	No	96%

School Grades History

2013-14	2012-13	2011-12	2010-11
A	B	A	B

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    ◦ Year 1 – declined to D, or first-time graded schools receiving a D
    ◦ Year 2 – second consecutive D, or F followed by a D
    ◦ Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    ◦ Year 1 – declined to F, or first-time graded schools receiving an F
    ◦ Year 2 or more – second or more consecutive F

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-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Banyan Elementary School

Principal
Ms. Cheri Davis A

School Advisory Council chair
Ms. Rhonda Smith

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Ms. Cheri A. Davis	Principal
Dr. Donna M. Lewis	Assistant Principal
Ms. Michelle Sabbag	Reading Coach
Ms. Vivian Aguirre	Counselor
Ms. Ana Cantens	ELL Chairperson
Ms. Karen Gilman	Special Education Teacher
Ms. Eva Rodriguez	Primary Grade Level Chair
Ms. Myra Rossello	Media Specialist
Ms. M. Roca	Intermediate Grade Level Chair

District-Level Information

District
Dade

Superintendent
Mr. Alberto M Carvalho

Date of school board approval of SIP
12/11/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Principal-1, UTD-1, Teachers-5, Parents-5, Educational Support-1, Student-1, Business Community-3 Representative-3.

Involvement of the SAC in the development of the SIP

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.

Activities of the SAC for the upcoming school year

The SAC meets to review data, contribute to the writing of the SIP and will meet throughout the year to review and monitor the implementation of the school improvement plan. They will also meet to discuss the funding of various school programs.

Projected use of school improvement funds, including the amount allocated to each project

The school improvement funds will be used to support before and after school intervention programs and support the attendance and Accelerated Reader programs.
Accelerated Reader- $700.00
Saturday Academy - #1000.00

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Ms. Cheri Davis A		
Principal	Years as Administrator: 16	Years at Current School: 6

Credentials

BS in Physical Education, University of Miami; Master of Science in Physical Education, Nova University; Certification in Educational Leadership, Physical Education

Performance Record

2013 – School Grade B
Rdg. Proficiency, 75%
Math Proficiency, 72%
Rdg. Lrg. Gains, 67 points
Math Lrg. Gains, 70 points
Rdg. Imp. of Lowest 25% 67 points
Math Imp. of Lowest 25% 47 points
Rdg. AMO 72%
Math AMO 72%
Year 12 11 10 09
School Grade A B A A
Proficiency Read 74% 84%83% 89%
Proficiency Math 73% 89% 86% 89%
Lrng Gains Read 76 37% 78% 77%
Lrng Gains Math 74 77% 68% 73%
Lowest 25% Read 81% 37% 79% 70%
Lowest 25% Math 74 76% 63% 71%

Donna M. Lewis		
Asst Principal	Years as Administrator: 7	Years at Current School: 2

Credentials	BS– Biology, Chemistry, Psychology, Elmira College; Masters of Science -Microbiology, Florida International University; Ph.D Science Education, Curtin University Certification – Educational Leadership, Elementary Education, Biology, Chemistry, Psychology
Performance Record	2013 – School Grade Rdg. Proficiency, 75% Math Proficiency, 72% Rdg. Lrg. Gains, 67 points Math Lrg. Gains, 70 points Rdg. Imp. of Lowest 25% 67 points Math Imp. of Lowest 25% 47 points Rdg. AMO 72 Math AMO 72 Year 12 11 10 09 08 School Grade A A A A A Proficiency Read 62% 84% 83% 89% 33% Proficiency Math 60% 89% 86% 89% 28% Lrng Gains Read 62 71% 78% 77% 72% Lrng Gains Math 55 77% 68% 73% 64% Lowest 25% Read 62% 70% 79% 70% 64% Lowest 25% Math 64% 76% 63% 71% 69%

Instructional Coaches

# of instructional coaches
1

 # receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Michelle Sabbag		
Part-time / District-based	Years as Coach: 5	Years at Current School: 5

Areas	Reading/Literacy, Data
Credentials	BA-Elementary Education, Barry University; Master of Science, Florida International University; National Board Certification in Reading Literacy; Reading Endorsement
Performance Record	2013 – School Grade B Rdg. Proficiency, 75% Math Proficiency, 72% Rdg. Lrg. Gains, 67 points Math Lrg. Gains, 70 points Rdg. Imp. of Lowest 25% 67 points Math Imp. of Lowest 25% 47 points Rdg. AMO 72% Math AMO 72% Year 13 12 11 10 09 08 School Grade B A B A A B Proficiency Read 71 74% 84% 83% 89% 68% Proficiency Math 76 73% 89% 86% 89% 69% Lrng Gains Read 67 76% 71% 78% 77% 65% Lrng Gains Math 70 74% 77% 68% 73% 66% Lowest 25% Read 67 81% 37% 79% 70% 51% Lowest 25% Math 47 74 76% 63% 71% 66%

Classroom Teachers

# of classroom teachers
32

 # receiving effective rating or higher
32, 100%

 # Highly Qualified Teachers
100%

 # certified in-field
32, 100%

 # ESOL endorsed
87, 272%

 # reading endorsed
3, 9%

 # with advanced degrees
31, 97%

 # National Board Certified
1, 3%

 # first-year teachers

0, 0%

 # with 1-5 years of experience

6, 19%

 # with 6-14 years of experience

18, 56%

 # with 15 or more years of experience

24, 75%

Education Paraprofessionals

# of paraprofessionals

3

 # Highly Qualified

3, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the 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 provide 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.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those 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.Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
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.Responding 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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Principal- Ms. Davis / Assistant Principal – Dr. Donna M. Lewis: will schedule and facilitate regular RtI 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/RtI problem solving process.
Reading Coach – Ms. Michelle Sabbag: provides guidance on the Comprehensive Reading Plan as well as Common Core Curriculum Standards in Kindergarten through Third Grade; facilitates F.A.I.R. 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.
Special Education Teachers – Ms. Karen Gilman: participates in student data collection, integrates core instructional activities/materials into Tier 2 and Tier 3 instruction, and collaborates with general education teachers about consultative students.
English Language Learner Chairperson Ms. Ana Cantens: provides information about ELL instruction, participates in student data collection, delivers Tier 1/ELL instruction/intervention, collaborates with other staff to implement Tier 2/ELL interventions, integrates Tier 1 materials/instruction with Tier 2/3 activities pertaining to ELL instruction, and conducts LEP meetings.
Student Services Personnel Ms. Vivian Aguirre: provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, the school social worker 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. M. Roca:
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/RtI process.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Progress monitoring assessment data at all tiers will be collected, evaluated, and used on an ongoing basis to determine rate of a student(s) progress, to assess the rate of progress compared to peers and grade level benchmarks, to determine mastery of distinct skills, to provide information on the effectiveness of instruction and modify the intervention if necessary and to analyze and interpret gaps between standards and achievement.

Tier I students will be assessed minimally three times per year to monitor student's academic progress using appropriate district, state and school based assessments. Behavior will be monitored using school wide behavioral data such as attendance reports, referrals, conduct grades and SCM reports. The data will be used to create a more responsive learning environment for all students including small group differentiated instruction. Data will be monitored for students with a FAB/BIB to determine progress and effectiveness of the behavioral intervention.

Tier II Students will be assessed minimally on a monthly basis to monitor their response to the district approved intervention (Successmaker, McGraw-Hill Wonders). Response at this tier of support determines whether students are in need of more intensified levels of support.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Tier I students will be assessed minimally three times per year to monitor student's academic progress using appropriate district, state and school based assessments. Behavior will be monitored using school wide behavioral data such as attendance reports, referrals, conduct grades and SCM reports. The data will be used to create a more responsive learning environment for all students including small group differentiated instruction. Data will be monitored for students with a FAB/BIB to determine progress and effectiveness of the behavioral intervention.

Tier II Students will be assessed minimally on a monthly basis to monitor their response to the district approved intervention (Successmaker, McGraw-Hill Wonders). Response at this tier of support determines whether students are in need of more intensified levels of support.

Data Sources used to manage and assess the effectiveness of core instruction and intensive supports are as indicated below;

•FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
•EasyCBM
•STAR reading assessment
•Oral Reading Fluency Measures
•Voyager Phonemic Awareness and Phonics measures
•Success Maker Utilization and Progress Reports
•Interim assessments
•State/Local Math and Science assessments
•FCAT
•Student grades
•School site specific assessments
Behavior
•Student Case Management System
•Detentions
•Suspensions/expulsions
•Referrals by student behavior, staff behavior, and administrative context
•Office referrals per day per month
•Team climate surveys
•Attendance
•Functional Assessment
•Frequency Monitoring

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The school will participate in the MTSS/RtI district professional development which consists of;
1.Administrators will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
2.MTSS/RtI team members will attend district trainings in MTSS foundations and MTSS problem solving at Tiers and 2, and School Support Team Training.
3.Staff will participate in the Florida RtI online training at providing a network of ongoing support for RtI.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

| **Strategy:** Before or After School Program |
| **Minutes added to school year:** 1,000 |

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 and after school tutorial program that will lengthen the school day by 2 hours. 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 Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

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

Who is responsible for monitoring implementation of this strategy?

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

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Cheri A. Davis	Principal
Donna M. Lewis	Assistant Principal

Name	Title
Michelle Sabbag	Reading Coach
Karen Gilman	SPED Teacher
Ana Cantens	ELL Teacher
Myra Rossello	UTD Steward/Media Specialist
E. Rodriguez	PrimaryGrade Level Chairperson
Vivian Aguirre	Counselor
M. Roca	Intermediate Grade Level Chair

How the school-based LLT functions

A key factor to an individual school's success is building leadership. The principal sets the tone as the school's instructional leader, reinforcing the positive and convincing the students, parents and teachers that all children can learn and improve academically. In essence, the school principal has the potential to have a great impact on student learning through his or her support of teachers and coaches. In order for principals to become instructional leaders, it is imperative that they understand the literacy challenges of the populations of students whom they serve. The Reading/Literacy Coach is vital in the process of providing job embedded professional development at the school level. To describe the process for monitoring reading instruction at the school level, including the role of the principal and the reading coach, please address the following:
The purpose of the Reading Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees should serve on this team which should meet at least once a month.
The Principal selects team members for the Reading Leadership Team (RLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The reading coach must be a member of the Reading Leadership Team. The team will meet monthly throughout the school year. School Reading Leadership Teams may choose to meet more often. Additionally, the principal may expand the RLT by encouraging personnel from various sources such as District and Regional support staff to join. The RLT maintains a connection to the school's Response to Intervention process by using the RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

Major initiatives of the LLT

The major initiatives of the LLT this year will include: implementing the new 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. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

The school ensure that every teacher contributes to the reading improvement of every student by providing professional development in reading strategies to every teacher and monitoring implementation in the classroom. Professional Development will be provided for teachers for review and incorporate reading strategies during instruction. The professional development will review the strategies listed below:

1. Reading Instruction - Design lessons using a before, during, and after format in which reading is a significant component.
2. Respond to Reading - Have students respond to stance questions in writing, providing support from the text.
3. Develop Vocabulary - Aid understanding of content terms through context clues, word structure, and semantic features.
4. Questions-Answers-Relationships (QAR) - Help students to understand how to develop responses to questions and provide textual support.
5. Use a Reader's Checklist - Articulate strategies for reading that students can refer to before, during, and after reading.
6. Think Aloud - Model mental processes that expert readers use as they read.
7. Anticipation Guide - Give students a series of questions to generate interest in the topic.
8. SQ3R - Survey, Question, Read, Recite, and Review.
9. Reciprocal Teaching - Summarize, question, clarify, and predict content and meaning.
10. K-W-L - Explore what students know before and what they want to know before and during reading; review what they learned after reading.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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 10, 2013. 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, on June 5, 2013, 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 August 28, 2013 and a Parent Transitional Meeting will take place on May 23, 2013.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

N/A

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

N/A

Strategies for improving student readiness for the public postsecondary level

N/A

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	71%	75%	Yes	74%
American Indian				
Asian				
Black/African American				
Hispanic	70%	74%	Yes	73%
White				
English language learners	63%	62%	No	67%
Students with disabilities	38%	40%	Yes	45%
Economically disadvantaged	68%	73%	Yes	71%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	41	28%	30%
Students scoring at or above Achievement Level 4	69	47%	48%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		67%	70%
Students in lowest 25% making learning gains (FCAT 2.0)		67%	70%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	82	54%	59%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	49	32%	39%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	47	30%	37%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	45	78%	80%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	76%	72%	No	78%
American Indian				
Asian				
Black/African American				
Hispanic	76%	71%	No	78%
White				
English language learners	72%	59%	No	75%
Students with disabilities	43%	45%	Yes	49%
Economically disadvantaged	73%	70%	No	76%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	37	28%	31%
Students scoring at or above Achievement Level 4	68	45%	47%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		70%	73%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		47%	52%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	11	20%	22%
Students scoring at or above Achievement Level 4	25	45%	46%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	4		90
Participation in STEM-related experiences provided for students	52	16%	17%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	18	5%	4%
Students retained, pursuant to s. 1008.25, F.S.	22	6%	5%
Students who are not proficient in reading by third grade	7	19%	17%
Students who receive two or more behavior referrals	31	8%	7%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	3	1%	1%

Goals Summary

G1. On the 2013 FCAT 2.0 Reading 75% scored at level 3 and above. The goal for 2014 is to increase one percentage point.

G2. On the 2013 FCAT 2.0 Writing 78% of students scored a 3.5 and above. The goal for 2014 is to increase two percentage points.

G3. On the 2013 FCAT 2.0 Mathematics only 72% of the students scored at level 3 and above. The 2013 AMO targets were not meet. The goal for 2014 is to increase 6 percentage points.

G4. On the 2013 FCAT 2.0 Science 65% of the students scored at level 3 and above. The goal for 2014 is to increase 2 percentage points.

G5. In order to engage students in the problem solving process the number of students participating in Project based learning in STEM will increase by one percentage points from 16% to 17%.

G6. The goal is to identify specific warning signs that indicate students are not being successful in school and implement strategies to reduce them.

Goals Detail

G1. On the 2013 FCAT 2.0 Reading 75% scored at level 3 and above. The goal for 2014 is to increase one percentage point.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)

- Algebra 1 EOC

- Geometry EOC

Resources Available to Support the Goal

- Teachers, volunteers, McGraw-Hill Reading Wonders, Reading Plus, SuccessMaker, and Accelerated Reader.

Targeted Barriers to Achieving the Goal

- On the 2013 FCAT 2.0 Reading the ELL subgroup did not meet the AMO target. The data indicates that 62% of ELL students met the proficiency target. The goal for 2014 is to increase five percentage points. On the 2013 FCAT 2.0 Reading the ELL sub-group did not meet their expected target. Data indicates that student experienced a deficiencies in Reading Reporting Category 1 Vocabulary.

- On the 2013 FCAT 2.0 Reading 28% of students scored at level 3 or above. The goal for 2014 is to increase one percentage point. The data collected from the 2013 FCAT 2.0 Reading, indicates the area for improvement is Reporting Category 4 Informational Text/Research Data.

- On the 2013 FCAT 2.0 Reading 47% of students scored at level 4 or above. The goal for 2014 is to increase one percentage point. The data collected from the 2013 FCAT 2.0 Reading, indicates the area for improvement is Reporting Category 4 Informational Text/Research Data.

- On the 2013 FCAT 2.0 Reading 67% of students made Learning Gains. The goal for 2014 is to increase three percentage points. The data collected from the 2013 FCAT 2.0 Reading, indicates the area for improvement is Reporting Category 3 Literary Analysis Fiction/Non-Fiction.

- On the 2013 FCAT 2.0 Reading indicates 67% of students in the lowest 25% made learning gains. The goal for 2014 is to increase three percentage points. The data collected from the 2013 FCAT 2.0 Reading, indicates the area for improvement is Reporting Category 4 Informational Text/Research Data.

- On the 2013 CELLA Listening and Speaking students scored 54%. The goal for 2014 is to increase five percentage points. The data collected from the 2013 CELLA, indicates students require additional instruction in listening and speaking skills.

- On the 2013 CELLA Reading students scored 32%. The goal for 2014 is to increase five percentage points. The data collected from the 2013 CELLA, indicates students require additional instruction in reading skills.

- On the 2013 CELLA Writing students scored 30%. The goal is to increase seven percentage points. The data collected from the 2013 CELLA, indicates students require additional instruction in writing skills.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, assessment data and reports will be reviewed and instruction will be adjusted.

Person or Persons Responsible
MTSS/RtI and the LLT

Target Dates or Schedule:
On-going

Evidence of Completion:
Formative and Summative Assessments: 2014 FCAT 2.0, 2014 CELLA, and Interim Assessments

G2. On the 2013 FCAT 2.0 Writing 78% of students scored a 3.5 and above. The goal for 2014 is to increase two percentage points.

Targets Supported

Resources Available to Support the Goal
- Teachers, volunteers, McGraw-Hill Wonders, Reading Plus, SuccessMaker, and Accelerated Reader

Targeted Barriers to Achieving the Goal
- The data indicates on the 2013 FCAT 2.0 Writing 78% of students scored 3.5 and above. The data indicates the students require additional writing skills with a focus on conventions.

Plan to Monitor Progress Toward the Goal

Following the FCIM model assessment data reports will be reviewed and instruction will be adjusted.

Person or Persons Responsible
MTSS/RtI and the LLT

Target Dates or Schedule:
On-going

Evidence of Completion:
Formative and Summative Assessments: 2014 FCAT Writing 2.0 and Interim Assessments

G3. On the 2013 FCAT 2.0 Mathematics only 72% of the students scored at level 3 and above. The 2013 AMO targets were not meet. The goal for 2014 is to increase 6 percentage points.

Targets Supported

Resources Available to Support the Goal
- Teachers, volunteers, GO! Math and SuccessMaker

Targeted Barriers to Achieving the Goal
- The data indicates that three subgroups did not meet the AMO targets, Hispanics (71%), English Language Learners (59%) and Economically Disadvantage (70%). The area of deficiency is Mathematics Reporting Category: Geometry and Measurement.

- On the 2013 Mathematics 2.0 25% of the students scored at level 3. The goal for 2014 is to increase six percentage points. The area of deficiency is Reporting Category: Geometry and Measurement.

- On the 2013 Mathematics 2.0 25% of the students scored at level 4. The goal for 2014 is to increase six percentage points. The area of deficiency is Reporting Category: Geometry and Measurement.

- On the 2013 FCAT 2.0 Mathematics 70% of students made Learning Gains. The goal for 2014 is to increase three percentage points. The area of deficiency is Reporting Category: Geometry and Measurement.

- On the 2013 FCAT 2.0 Mathematics 47% of the lowest 25% made Learning Gains. The goal for 2014 is to increase five percentage points. The area of deficiency is Mathematics Reporting Category: Number Base ten & Fractions.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, assessment data and reports will be reviewed and instruction will be adjusted.

Person or Persons Responsible
MTSS/RtI and the LLT

Target Dates or Schedule:
On-going

Evidence of Completion:
Formative and Summative Assessments: 2014 FCAT 2.0 and Interim Assessments

G4. On the 2013 FCAT 2.0 Science 65% of the students scored at level 3 and above. The goal for 2014 is to increase 2 percentage points.

Targets Supported
- Science - Elementary School

Resources Available to Support the Goal
- Teachers, volunteers, Scott Forresman Science, FCAT Explorer, and GIZMOS

Targeted Barriers to Achieving the Goal
- The data indicates that on the 2013 FCAT 2.0 Science 20% of students scored at level 3 and above. The data indicates the students require additional instruction in Physical Science.

- The data indicates that on the 2013 FCAT 2.0 Science 45% of students scored at level 3 and above. The goal is to increase two percentage points. The data indicate the area of deficiency is physical science.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, assessment data and reports will be reviewed and instruction will be adjusted.

Person or Persons Responsible
MTSS/RtI and the LLT

Target Dates or Schedule:
On-going

Evidence of Completion:
Formative and Summative Assessments: 2014 FCAT 2.0 Science

G5. In order to engage students in the problem solving process the number of students participating in Project based learning in STEM will increase by one percentage points from 16% to 17%.

Targets Supported
- STEM

Resources Available to Support the Goal
- Teachers, Scott Foresman Textbooks. Science Websites, Gizmos, Science Fair Handbooks.

Targeted Barriers to Achieving the Goal
- The data indicate that 16% of the students participated in STEM related activities. The goal is to increase the participation in STEM activities, including the Science and Engineering Fair, by one percentage point..

Plan to Monitor Progress Toward the Goal

Following the FCIM model, assessment data and reports will be reviewed and instruction will be adjusted.

Person or Persons Responsible
MTSS/RtI and the LLT

Target Dates or Schedule:
On-going

Evidence of Completion:
Formative and Summative Assessments: 2014 FCAT 2.0 Science

G6. The goal is to identify specific warning signs that indicate students are not being successful in school and implement strategies to reduce them.

Targets Supported
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)

- Algebra 1 EOC

- Geometry EOC

- Parental Involvement

- EWS

- EWS - Elementary School

- EWS - Middle School

- EWS - High School

- EWS - Graduation

Resources Available to Support the Goal
- Teacher, Counselor, Common Core Curriculum, NGSSS

Targeted Barriers to Achieving the Goal
- The 2013 data indicate that 5% of the students missed more than 10% of available instructional time. The goal for 2014 is to decrease the number of students that missed 10% of available instructional time by one percentage point.

- The 2013 data indicates that 6% of the students (PreK-Grade 5) were retained the goal is to reduce the number of students retained by one percentage point.

- The 2014 data indicate that 19% of the 3rd Grade students are not proficient in reading. The goal for 2014 is to reduce the number of students that are not-proficient in reading by 2 percentage points.

- The 2013 data indicate that 8% of the students received two or more behavior referrals. The goal for 2014 is to reduce the number of students who received two or more behavior referrals by 1 percentage point.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, assessment data and reports will be reviewed and instruction will be adjusted.

Person or Persons Responsible
MTSS/RtI and LLT

Target Dates or Schedule:
On-going

Evidence of Completion:
Formative and Summative Assessments: 2014 FCAT 2.0 and Interim Assessments

Action Plan for Improvement

Problem Solving Key

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

G1. On the 2013 FCAT 2.0 Reading 75% scored at level 3 and above. The goal for 2014 is to increase one percentage point.

G1.B1 On the 2013 FCAT 2.0 Reading the ELL subgroup did not meet the AMO target. The data indicates that 62% of ELL students met the proficiency target. The goal for 2014 is to increase five percentage points. On the 2013 FCAT 2.0 Reading the ELL sub-group did not meet their expected target. Data indicates that student experienced a deficiencies in Reading Reporting Category 1 Vocabulary.

G1.B1.S1 The students will have multiple opportunities to use instructional strategies that include word walls to assist with the understanding of multiple meaning words.

Action Step 1

Students develop and maintain a response journal. During pre-reading activities educators should instruct students in the use of concept maps to help build their general knowledge of word meanings and relationships, the study of synonyms and antonyms, and the practice of recognizing examples and non-examples of word relationships.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student Generated Work and Text Generated Assessments

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

Formal and informal observations

Person or Persons Responsible

MTSS/RtI and the LLT

Target Dates or Schedule

On-going

Evidence of Completion

Student Generated Work and Text Generated Assessments

Plan to Monitor Effectiveness of G1.B1.S1

Following the FCIM model, assessment data and reports will be reviewed and instruction will be adjusted.

Person or Persons Responsible

MTSS/RtI and the LLT

Target Dates or Schedule

On-going

Evidence of Completion

Student Generated Work and Text Generated Assessments

G1.B2 On the 2013 FCAT 2.0 Reading 28% of students scored at level 3 or above. The goal for 2014 is to increase one percentage point. The data collected from the 2013 FCAT 2.0 Reading, indicates the area for improvement is Reporting Category 4 Informational Text/Research Data.

G1.B2.S1 The students will have multiple opportunities to use instructional strategies that include text feature charts and text feature analysis to assist with comprehending informational text.

Action Step 1

The students will use real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information. Students should make connections between the text of a story, drama or information presented identifying where each version reflects specific descriptions, directions, or contributes to an understanding of the text in which it appears.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student Generated Work and Text Generated Assessments

Facilitator:

Mayra Rosello

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Formal and Informal Observations

Person or Persons Responsible

MTSS/RtI and LLT

Target Dates or Schedule

On-going

Evidence of Completion

Student Generated Work and Text Generated Assessments

Plan to Monitor Effectiveness of G1.B2.S1

Following the FCIM model assessment data reports will be reviewed and instruction will be adjusted.

Person or Persons Responsible

MTSS/RtI and LLT

Target Dates or Schedule

On-going

Evidence of Completion

Student Generated Work and Text Generated Assessments

G1.B3 On the 2013 FCAT 2.0 Reading 47% of students scored at level 4 or above. The goal for 2014 is to increase one percentage point. The data collected from the 2013 FCAT 2.0 Reading, indicates the area for improvement is Reporting Category 4 Informational Text/Research Data.

G1.B3.S1 The student will have multiple opportunities to use real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information.

Action Step 1

Using real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information. Students should make connections between the text of a story, drama or information presented identifying where each version reflects specific descriptions, directions, or contributes to an understanding of the text in which it appears.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student Generated Work and Text Generated Assessments

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Formal and Informal Observations

Person or Persons Responsible

MTSS/RtI and LLT

Target Dates or Schedule

On-going

Evidence of Completion

Student Generated Work and Text Generated Assessments

Plan to Monitor Effectiveness of G1.B3.S1

Following the FCIM model assessment data reports will be reviewed and instruction will be adjusted.

Person or Persons Responsible

MTSS/RtI and LLT

Target Dates or Schedule

On-going

Evidence of Completion

Student Generated Work and Text Generated Assessments

G1.B4 On the 2013 FCAT 2.0 Reading 67% of students made Learning Gains. The goal for 2014 is to increase three percentage points. The data collected from the 2013 FCAT 2.0 Reading, indicates the area for improvement is Reporting Category 3 Literary Analysis Fiction/Non-Fiction.

G1.B4.S1 The students will have multiple opportunities to use story maps, somebody/wanted/but/so, and turning point graphic organizers to comprehend Fiction/Non-Fiction texts.

Action Step 1

Instruct students to identify and interpret elements of story structure within and across texts. Help students understand character development, character point of view by asking "What does he think, what is his attitude toward... and what did he say to let me know?" Students should compare and contrast the point of view from different stories narrated, events or topics including the differences between first- and third-person narrations, firsthand or secondhand account. Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification. Use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student Generated Work and Text Generated Assessments

Plan to Monitor Fidelity of Implementation of G1.B4.S1

Formal and informal observations

Person or Persons Responsible

MTSS/RtI and LLT

Target Dates or Schedule

On-going

Evidence of Completion

Student Generated Work and Text Generated Assessments

Plan to Monitor Effectiveness of G1.B4.S1

Following the FCIM model, assessment data and reports will be reviewed and instruction will be adjusted.

Person or Persons Responsible

MTSS/RtI and the LLT

Target Dates or Schedule

On-going

Evidence of Completion

Student Generated Work and Text Generated Assessments

G1.B5 On the 2013 FCAT 2.0 Reading indicates 67% of students in the lowest 25% made learning gains. The goal for 2014 is to increase three percentage points. The data collected from the 2013 FCAT 2.0 Reading, indicates the area for improvement is Reporting Category 4 Informational Text/Research Data.

G1.B5.S1 The student will have multiple opportunities to use real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information.

Action Step 1

Students should make connections between the text of a story, drama or information presented identifying where each version reflects specific descriptions, directions, or contributes to an understanding of the text in which it appears.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student Generated Work and Text Generated Assessments

Plan to Monitor Fidelity of Implementation of G1.B5.S1

Formal and Informal Observations

Person or Persons Responsible

MTSS/RtI and LLT

Target Dates or Schedule

On-going

Evidence of Completion

Student Generated Work and Text Generated Assessments

Plan to Monitor Effectiveness of G1.B5.S1

Following the FCIM model assessment data reports will be reviewed and instruction will be adjusted.

Person or Persons Responsible

MTSS/RtI and LLT

Target Dates or Schedule

On-going

Evidence of Completion

Student Generated Work and Text Generated Assessments

G1.B6 On the 2013 CELLA Listening and Speaking students scored 54%. The goal for 2014 is to increase five percentage points. The data collected from the 2013 CELLA, indicates students require additional instruction in listening and speaking skills.

G1.B6.S1 Students produce language in response to first-hand, multi-sensorial experiences.

Action Step 1

Students produce language in response to first-hand, multi-sensorial experiences. The LEA uses the students' ideas and their language to develop reading and writing skills. The teacher demonstrates to the learner how to do a task, with the expectation that the learner can copy the model. Modeling often involves thinking aloud or talking about how to work through a task. Teachers conduct small-group instruction to provide opportunities for students who have common needs, such as reinforcement or enrichment. Teachers use TPR to interact with students by delivering commands, and students demonstrate comprehension through physical response. Teach visual literacy by spending a good deal of time discussing the illustrations, charts, and graphs that appear on the cover and in the book. The teacher should listens carefully to his/her own language use and try to adapt it to meet the students' level of understanding of English.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student Generated Work and Text Generated Assessments

Plan to Monitor Fidelity of Implementation of G1.B6.S1

Formal and informal observations

> **Person or Persons Responsible**
>
> MTSS/RtI and the LLT
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> **Target Dates or Schedule**
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> On-going
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> **Evidence of Completion**
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> Student Generated Work and Text Generated Assessments

Plan to Monitor Effectiveness of G1.B6.S1

Following the FCIM model, assessment data and reports will be reviewed and instruction will be adjusted.

> **Person or Persons Responsible**
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> MTSS/RtI and the LLT
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> **Target Dates or Schedule**
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> On-going
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> **Evidence of Completion**
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> Student Generated Work and Text Generated Assessments

G1.B7 On the 2013 CELLA Reading students scored 32%. The goal for 2014 is to increase five percentage points. The data collected from the 2013 CELLA, indicates students require additional instruction in reading skills.

G1.B7.S1 Students utilize strategies that include activating prior knowledge through picture walks, K-W-L (Know/Wants to Know/Learned), and read alouds.

Action Step 1

The student lists all the information he/she knows or thinks he/she knows under the heading "What I Know", then the learner makes an inventory of "what I Want to Know", categorizing the information about the topic the student expects to use. This column can also be used for further learning and/or research. After reading, the students add the information learned about the topic, "What I Learned". The teacher reading aloud to students will develop and improve literacy skills -- reading, writing, speaking, and listening. Students listen on a higher level than they read, listening to other readers stimulates growth and understanding of vocabulary and language patterns. The teacher will "chunk" set phrases of related language. When appropriate, teachers may take advantage of students' first language only if the language shares cognates with English and ensuring that ELLs know the meaning of basic words or key vocabulary along with providing sufficient review and reinforcement. The word wall is a systematically organized collection of words displayed in large letters on a wall or other large display placed in the classroom.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student Generated Work and Text Generated Assessments

Action Step 2

The student lists all the information he/she knows or thinks he/she knows under the heading "What I Know", then the learner makes an inventory of "what I Want to Know", categorizing the information about the topic the student expects to use. This column can also be used for further learning and/or research. After reading, the students add the information learned about the topic, "What I Learned". The teacher reading aloud to students will develop and improve literacy skills -- reading, writing, speaking, and listening. Students listen on a higher level than they read, listening to other readers stimulates growth and understanding of vocabulary and language patterns. The teacher will "chunk" set phrases of related language. When appropriate, teachers may take advantage of students' first language only if the language shares cognates with English and ensuring that ELLs know the meaning of basic words or key vocabulary along with providing sufficient review and reinforcement. The word wall is a systematically organized collection of words displayed in large letters on a wall or other large display placed in the classroom.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student Generated Work and Text Generated Assessments

Plan to Monitor Fidelity of Implementation of G1.B7.S1

Formal and Informal Assessments

Person or Persons Responsible

MTSS/RtI and the LLT

Target Dates or Schedule

On-going

Evidence of Completion

Student Generated Work and Text Generated Assessments

Plan to Monitor Effectiveness of G1.B7.S1

Following the FCIM model assessment data reports will be reviewed and instruction will be adjusted.

Person or Persons Responsible

MTSS/RtI and the LLT

Target Dates or Schedule

On-going

Evidence of Completion

Student Generated Work and Text Generated Assessments

G1.B8 On the 2013 CELLA Writing students scored 30%. The goal is to increase seven percentage points. The data collected from the 2013 CELLA, indicates students require additional instruction in writing skills.

G1.B8.S1 The students will have multiple opportunities to use graphics organizers, illustrating and labeling, process writing, spelling strategies, and writing prompts and sample to enhance their writing skills.

Action Step 1

The graphic organizer gives the student another way to see the information. Some of the organizers allow for the information to be written or drawn. This allows students with different levels of language proficiency to use them effectively. Students write in these steps: planning, drafting, revising, editing, and publishing (according to each child's individual writing level), as well as, sharing and responding to writing. Spelling strategies are ways that students focus on the conventions of the written language.Writing prompts may be used effectively by the teacher of ELLs to give students ideas that will motivate them into the process of writing. This in turn will allow students to see writing as an ongoing process involving several steps such as: planning, drafting, revising, editing, and publishing.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student Generated Work and Text Generated Assessments

Action Step 2

The graphic organizer gives the student another way to see the information. Some of the organizers allow for the information to be written or drawn. This allows students with different levels of language proficiency to use them effectively. Students write in these steps: planning, drafting, revising, editing, and publishing (according to each child's individual writing level), as well as, sharing and responding to writing. Spelling strategies are ways that students focus on the conventions of the written language.Writing prompts may be used effectively by the teacher of ELLs to give students ideas that will motivate them into the process of writing. This in turn will allow students to see writing as an ongoing process involving several steps such as: planning, drafting, revising, editing, and publishing.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student Generated Work and Text Generated Assessments

Plan to Monitor Fidelity of Implementation of G1.B8.S1

Formal and Informal Observations

Person or Persons Responsible

MTSS/RtI and the LLT

Target Dates or Schedule

On-going

Evidence of Completion

Student Generated Work and Text Generated Assessments

Plan to Monitor Effectiveness of G1.B8.S1

Following the FCIM model, assessment data reports will be reviewed and instruction will be adjusted.

Person or Persons Responsible

MTSS/RtI and the LLT

Target Dates or Schedule

On-going

Evidence of Completion

Student Generated Work and Text Generated Assessments

G2. On the 2013 FCAT 2.0 Writing 78% of students scored a 3.5 and above. The goal for 2014 is to increase two percentage points.

G2.B1 The data indicates on the 2013 FCAT 2.0 Writing 78% of students scored 3.5 and above. The data indicates the students require additional writing skills with a focus on conventions.

G2.B1.S1 The students will have multiple opportunities to use instructional strategies to enhance writing skills such as using ending punctuation including periods, questions marks and exclamation points, apostrophes, commas, colons, quotations to assist with creating voice within a writing piece and using checklist/FCAT Writing Rubric

Action Step 1

Writing instruction should include writing strategies that assist students with capitalization, punctuation, subject/verb and pronoun agreement in simple and compound sentences, correctly spelling approximations using class resources, utilizing conventional spelling of sight words and spelling patterns, and then apply to other spelling generalizations, capitalizing the first word in each sentence, completing sentences with correct capitalization including proper nouns, names and the proper noun I, using ending punctuation including periods, questions marks and exclamation points, apostrophes, commas, colons, quotations to assist with creating voice within a writing piece, using subject/verb and noun/pronoun agreement in simple and compound sentences within the writing piece, including present/past tense agreement, subjective/objective pronouns, and plurals or irregular nouns.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student Generated Work and Writing Samples

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Formal and Informal Observations

Person or Persons Responsible

MTSS/RtI and the LLT

Target Dates or Schedule

On-going

Evidence of Completion

Student Generated Work and Writing Samples

Plan to Monitor Effectiveness of G2.B1.S1

Following the FCIM model assessment data reports will be reviewed and instruction will be adjusted.

Person or Persons Responsible

MTSS/RtI and the LLT

Target Dates or Schedule

On-going

Evidence of Completion

Student Generated Work and Writing Samples

G3. On the 2013 FCAT 2.0 Mathematics only 72% of the students scored at level 3 and above. The 2013 AMO targets were not meet. The goal for 2014 is to increase 6 percentage points.

G3.B1 The data indicates that three subgroups did not meet the AMO targets, Hispanics (71%), English Language Learners (59%) and Economically Disadvantage (70%). The area of deficiency is Mathematics Reporting Category: Geometry and Measurement.

G3.B1.S1 Provide multiple opportunities for students to practice calculating the perimeter of polygons with 3, 4, 5, 6, 8, or 10 sides when all dimensions are given measure objects, identify models or representations of multi-digit division and identify and plot ordered pairs in the first quadrant of a coordinate plane.

Action Step 1

Using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of determining the area of two-dimensional shapes, and identifying angles and transformations. Provide contexts for mathematical exploration and the development of student understanding of geometric and measurement concepts by support the use of manipulatives and engaging opportunities for practice. Provide grade-level appropriate activities that develop an understanding of area; classification of angles; identification of results of transformations; and identification and building of a three-dimensional object from a two-dimensional representation and vice versa. Provide support to students as they make sense of problems and persevere in solving them, taking advantage on learning opportunities and adjust instruction appropriately to meet student needs.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student Generated Work and Text Generated Assessments

Facilitator:

Dr. Donna M. Lewis and Ms. E. Rodriguez

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Formal and Informal Observations

Person or Persons Responsible

MTSS/RtI and the LLT

Target Dates or Schedule

On-going

Evidence of Completion

Student Generated Word and Text Generated Assessments

Plan to Monitor Effectiveness of G3.B1.S1

Following the FCIM model, assessment data and reports will be reviewed and instruction will be adjusted.

Person or Persons Responsible

MTSS/RtI and the LLT

Target Dates or Schedule

On-going

Evidence of Completion

Student Generated Word and Text Generated Assessments

G3.B2 On the 2013 Mathematics 2.0 25% of the students scored at level 3. The goal for 2014 is to increase six percentage points. The area of deficiency is Reporting Category: Geometry and Measurement.

G3.B2.S1 Provide multiple opportunities for students to identify and plot ordered pairs in the first quadrant of a coordinate plane and add and subtract fractions with both like and unlike denominators and use models or properties in real-world situations; add and subtract decimals and use models, place value, or properties in real-world.

Action Step 1

Using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of determining the area of two-dimensional shapes, and identifying angles and transformations. Provide contexts for mathematical exploration and the development of student understanding of geometric and measurement concepts by support the use of manipulatives and engaging opportunities for practice. Provide grade-level appropriate activities that develop an understanding of area; classification of angles; identification of results of transformations; and identification and building of a three-dimensional object from a two-dimensional representation and vice versa. Provide support to students as they make sense of problems and persevere in solving them, taking advantage on learning opportunities and adjust instruction appropriately to meet student needs.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student generated work and text generated assessments.

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Formal and Informal Observations

Person or Persons Responsible

MTSS/RtI and the LLT

Target Dates or Schedule

On-going

Evidence of Completion

Student Generated Word and Text Generated Assessments

Plan to Monitor Effectiveness of G3.B2.S1

Following the FCIM model, assessment data and reports will be reviewed and instruction will be adjusted.

Person or Persons Responsible

MTSS/RtI and the LLT

Target Dates or Schedule

On-going

Evidence of Completion

Student Generated Word and Text Generated Assessments

G3.B3 On the 2013 Mathematics 2.0 25% of the students scored at level 4. The goal for 2014 is to increase six percentage points. The area of deficiency is Reporting Category: Geometry and Measurement.

G3.B3.S1 Provide opportunities for 3rd Grade students to: • compose, decompose, and transform polygons to build other polygons • calculate the perimeter of polygons with 3, 4, 5, 6, 8, or 10 sides when all dimensions are given • measure objects to the whole centimeter or inch • determine the amount of time elapsed to the nearest hour Provide opportunities for 4th Grade Students: • identify or describe a situation that requires the use of the area formula in a real-world context • identify and classify angles using benchmark angle measurements that may include geometric notation • identify and describe a shape that is the result of one or more translations, reflections, or rotations of the given shape • identify two-dimensional views of a three-dimensional object.

Action Step 1

Using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of determining the area of two-dimensional shapes, and identifying angles and transformations. Provide contexts for mathematical exploration and the development of student understanding of geometric and measurement concepts by support the use of manipulatives and engaging opportunities for practice. Provide grade-level appropriate activities that develop an understanding of area; classification of angles; identification of results of transformations; and identification and building of a three-dimensional object from a two-dimensional representation and vice versa. Provide support to students as they make sense of problems and persevere in solving them, taking advantage on learning opportunities and adjust instruction appropriately to meet student needs.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student generated work

Plan to Monitor Fidelity of Implementation of G3.B3.S1

Formal and Informal Observations

Person or Persons Responsible

MTSS/RtI and the LLT

Target Dates or Schedule

On-going

Evidence of Completion

Student Generated Word and Text Generated Assessments

Plan to Monitor Effectiveness of G3.B3.S1

Following the FCIM model, assessment data and reports will be reviewed and instruction will be

Person or Persons Responsible

MTSS/RtI and the LLTadjusted.

Target Dates or Schedule

On-going

Evidence of Completion

Student Generated Word and Text Generated Assessments

G3.B4 On the 2013 FCAT 2.0 Mathematics 70% of students made Learning Gains. The goal for 2014 is to increase three percentage points. The area of deficiency is Reporting Category: Geometry and Measurement.

G3.B4.S1 Provide multiple opportunities for students to practice calculating the perimeter of polygons with 3, 4, 5, 6, 8, or 10 sides when all dimensions are given measure objects, identify models or representations of multi-digit division and identify and plot ordered pairs in the first quadrant of a coordinate plane.

Action Step 1

Using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of determining the area of two-dimensional shapes, and identifying angles and transformations. Provide contexts for mathematical exploration and the development of student understanding of geometric and measurement concepts by support the use of manipulatives and engaging opportunities for practice. Provide grade-level appropriate activities that develop an understanding of area; classification of angles; identification of results of transformations; and identification and building of a three-dimensional object from a two-dimensional representation and vice versa. Provide support to students as they make sense of problems and persevere in solving them, taking advantage on learning opportunities and adjust instruction appropriately to meet student needs.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student Generated Work and Text Generated Assessments

Plan to Monitor Fidelity of Implementation of G3.B4.S1

Formal and Informal Observations

Person or Persons Responsible

MTSS/RtI and the LLT

Target Dates or Schedule

On-going

Evidence of Completion

Student Generated Word and Text Generated Assessments

Plan to Monitor Effectiveness of G3.B4.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3.B5 On the 2013 FCAT 2.0 Mathematics 47% of the lowest 25% made Learning Gains. The goal for 2014 is to increase five percentage points. The area of deficiency is Mathematics Reporting Category: Number Base ten & Fractions.

G3.B5.S1 Provide opportunities for students to: identify models or representations of multidigit division, add and subtract fractions with both like and unlike denominators and use models or properties in real-world situations; add and subtract decimals and use models, place value, or properties in real-world situations and identify and graph integers on a number line.

Action Step 1

Using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of fractions, fraction equivalence and comparison. Provide contexts for mathematical exploration and the development of student understanding of fractions through the use of manipulatives/models and engaging opportunities for practice. Foster the use of meanings of numbers to create strategies for solving problems with fractions and responding to practical situations. Provide support to students as they make sense of problems and persevere in solving them, taking advantage on learning opportunities and adjust instruction appropriately to meet student needs.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

student generated work and text generated assessments.

Plan to Monitor Fidelity of Implementation of G3.B5.S1

Formal and Informal Observations

Person or Persons Responsible

MTSS/RtI and the LLT

Target Dates or Schedule

On-going

Evidence of Completion

Student Generated Word and Text Generated Assessments

Plan to Monitor Effectiveness of G3.B5.S1

Following the FCIM model, assessment data and reports will be reviewed and instruction will be adjusted.

Person or Persons Responsible

MTSS/RtI and the LLT

Target Dates or Schedule

On-going

Evidence of Completion

Student Generated Word and Text Generated Assessments

G4. On the 2013 FCAT 2.0 Science 65% of the students scored at level 3 and above. The goal for 2014 is to increase 2 percentage points.

G4.B1 The data indicates that on the 2013 FCAT 2.0 Science 20% of students scored at level 3 and above. The data indicates the students require additional instruction in Physical Science.

G4.B1.S1 Ensure that all students have the opportunity to design, create, and present representations and models of natural or manmade phenomena to describe, interpret, and/or predict scientific concepts and processes, as delineated by Common Core Standards. Also, provide students with the opportunities to present, refine, and evaluate scientific questions about natural phenomena and investigate answers through experimentation, research, and information gathering and discussion, as delineated by Common Core Standards.

Action Step 1

Instruction should include teaching strategies that will assist students to identify the basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force, and motion.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student Generated Work and Text Generated Assessments

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Formal and Informal Observations

Person or Persons Responsible

MTSS/RtI and the LLT

Target Dates or Schedule

On-going

Evidence of Completion

Student Generated Work and Text Generated Assessments

Plan to Monitor Effectiveness of G4.B1.S1

Following the FCIM model, assessment data and reports will be reviewed and instruction will be adjusted.

Person or Persons Responsible

MTSS/RtI and the LLT

Target Dates or Schedule

On-going

Evidence of Completion

Student Generate Work and Text Generated Assessments

G4.B2 The data indicates that on the 2013 FCAT 2.0 Science 45% of students scored at level 3 and above. The goal is to increase two percentage points. The data indicate the area of deficiency is physical science.

G4.B2.S1 Provide multiple opportunities for students to design, create, and present representations and models of natural or man made phenomena to describe, interpret, and/or predict scientific concepts

Action Step 1

Instruction should include teaching strategies that will assist students to identify the basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force, and motion.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student Generated Work and Text Generated Assessments

Plan to Monitor Fidelity of Implementation of G4.B2.S1

Formal and Informal Observations

Person or Persons Responsible

MTSS/RtI and the LLT

Target Dates or Schedule

On-going

Evidence of Completion

Student Generated Work and Text Generated Assessments

Plan to Monitor Effectiveness of G4.B2.S1

Following the FCIM model, assessment data and reports will be reviewed and instruction will be adjusted.

Person or Persons Responsible

MTSS/RtI and the LLT

Target Dates or Schedule

On-going

Evidence of Completion

Student Generate Work and Text Generated Assessments

G5. In order to engage students in the problem solving process the number of students participating in Project based learning in STEM will increase by one percentage points from 16% to 17%.

G5.B1 The data indicate that 16% of the students participated in STEM related activities. The goal is to increase the participation in STEM activities, including the Science and Engineering Fair, by one percentage point..

G5.B1.S1 Provide students with multiple opportunities to present, refine, and evaluate scientific questions and investigate answers through experimentation, research, and information gathering and discussion.

Action Step 1

Ensure that all students have the opportunity to design, create, and present representations and models of natural or man made phenomena to describe, interpret, and/or predict scientific concepts and processes, as delineated by Common Core Standards.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Formative and Summative Assessments:Science Process Skills

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Following the FCIM model, assessment data and reports will be reviewed and instruction will be adjusted.

Person or Persons Responsible

MTSS/RtI and the LLT

Target Dates or Schedule

On-going

Evidence of Completion

Formative and Summative Assessments: 2014 FCAT 2.0 Science

Plan to Monitor Effectiveness of G5.B1.S1

Following the FCIM model, assessment data and reports will be reviewed and instruction will be adjusted.

Person or Persons Responsible

MTSS/RtI and the LLT

Target Dates or Schedule

On-going

Evidence of Completion

Formative and Summative Assessments: 2014 FCAT 2.0 Science

G6. The goal is to identify specific warning signs that indicate students are not being successful in school and implement strategies to reduce them.

G6.B3 The 2014 data indicate that 19% of the 3rd Grade students are not proficient in reading. The goal for 2014 is to reduce the number of students that are not-proficient in reading by 2 percentage points.

G6.B3.S1 To provide multiple opportunities for students to use reading strategies that help them determine meanings of words and phrases as they are used in a text,

Action Step 1

Teaching reading strategies that help students determine meanings of words and phrases as they are used in a text, distinguishing literal from nonliteral language. Students develop and maintain a response journal. Instruction using context clues should allow students to build their general knowledge of words, and word relationships, and multiple meanings of words. Instruction should provide students with opportunities to read in all content areas, with increased emphasis on cross-content reading throughout the early grades.

Person or Persons Responsible

Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student work and Text generated assessments.

Plan to Monitor Fidelity of Implementation of G6.B3.S1

Formal and informal observations

Person or Persons Responsible

MtSS/RtI and LLT

Target Dates or Schedule

On-going

Evidence of Completion

Student generated work and text generated assessments.

Plan to Monitor Effectiveness of G6.B3.S1

Following the FCIM model, assessment data and reports will be reviewed and instruction will be adjusted. as needed.

Person or Persons Responsible

MTSS/RtI and LLT

Target Dates or Schedule

On-going

Evidence of Completion

Student generated work and text generated assessments.

G6.B4 The 2013 data indicate that 8% of the students received two or more behavior referrals. The goal for 2014 is to reduce the number of students who received two or more behavior referrals by 1 percentage point.

G6.B4.S1 Students who seem to be developing a pattern of non-compliance with school rules will be referred to the counselor for group counseling and early intervention. In addition, programs that encourage and reward positive behavior will be implemented such as "Student of the Month" and " Do the Right Thing," and recognition for "Most Improved Behavior."

Action Step 1

Monitor behavior referrals.

Person or Persons Responsible

MTSS/RtI and LLT

Target Dates or Schedule

On-going

Evidence of Completion

Student referral data.

Plan to Monitor Fidelity of Implementation of G6.B4.S1

Student Behavior Management

Person or Persons Responsible

MTSS/RtI and LLT

Target Dates or Schedule

On-going

Evidence of Completion

Student referral data.

Plan to Monitor Effectiveness of G6.B4.S1

Behavior Management

Person or Persons Responsible

MTSS/RtI and LLT

Target Dates or Schedule

On-going

Evidence of Completion

Review of student referral data.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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 Reading Coach and Community Involvement Specialist (CIS).
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
Banyan Elementary utilizes funds provided by district for education materials and ELL district support services to improve the education of immigrant and English Language Learners. Title III funds are used to supplement and enhance the programs for 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
• hardware and software for the development of language and literacy skills in reading, mathematics and science, was purchased by the District to be used by ELL and immigrant students at our school
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 statue 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 and are extended an open invitation to our school's Parent Resource Center in order to inform parents regarding available programs, 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.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. On the 2013 FCAT 2.0 Reading 75% scored at level 3 and above. The goal for 2014 is to increase one percentage point.

G1.B2 On the 2013 FCAT 2.0 Reading 28% of students scored at level 3 or above. The goal for 2014 is to increase one percentage point. The data collected from the 2013 FCAT 2.0 Reading, indicates the area for improvement is Reporting Category 4 Informational Text/Research Data.

G1.B2.S1 The students will have multiple opportunities to use instructional strategies that include text feature charts and text feature analysis to assist with comprehending informational text.

PD Opportunity 1

The students will use real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information. Students should make connections between the text of a story, drama or information presented identifying where each version reflects specific descriptions, directions, or contributes to an understanding of the text in which it appears.

Facilitator

Mayra Rosello

Participants

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student Generated Work and Text Generated Assessments

G3. On the 2013 FCAT 2.0 Mathematics only 72% of the students scored at level 3 and above. The 2013 AMO targets were not meet. The goal for 2014 is to increase 6 percentage points.

G3.B1 The data indicates that three subgroups did not meet the AMO targets, Hispanics (71%), English Language Learners (59%) and Economically Disadvantage (70%). The area of deficiency is Mathematics Reporting Category: Geometry and Measurement.

G3.B1.S1 Provide multiple opportunities for students to practice calculating the perimeter of polygons with 3, 4, 5, 6, 8, or 10 sides when all dimensions are given measure objects, identify models or representations of multi-digit division and identify and plot ordered pairs in the first quadrant of a coordinate plane.

PD Opportunity 1

Using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of determining the area of two-dimensional shapes, and identifying angles and transformations. Provide contexts for mathematical exploration and the development of student understanding of geometric and measurement concepts by support the use of manipulatives and engaging opportunities for practice. Provide grade-level appropriate activities that develop an understanding of area; classification of angles; identification of results of transformations; and identification and building of a three-dimensional object from a two-dimensional representation and vice versa. Provide support to students as they make sense of problems and persevere in solving them, taking advantage on learning opportunities and adjust instruction appropriately to meet student needs.

Facilitator

Dr. Donna M. Lewis and Ms. E. Rodriguez

Participants

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student Generated Work and Text Generated Assessments

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	On the 2013 FCAT 2.0 Reading 75% scored at level 3 and above. The goal for 2014 is to increase one percentage point.	$3,350
	Total	$3,350

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Evidence-Based Materials	Total
SAC Funds	$1,700	$0	$1,700
Scholastic Book Fair (PTA Fundraiser)	$0	$1,650	$1,650
Total	$1,700	$1,650	$3,350

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. On the 2013 FCAT 2.0 Reading 75% scored at level 3 and above. The goal for 2014 is to increase one percentage point.

G1.B1 On the 2013 FCAT 2.0 Reading the ELL subgroup did not meet the AMO target. The data indicates that 62% of ELL students met the proficiency target. The goal for 2014 is to increase five percentage points. On the 2013 FCAT 2.0 Reading the ELL sub-group did not meet their expected target. Data indicates that student experienced a deficiencies in Reading Reporting Category 1 Vocabulary.

G1.B1.S1 The students will have multiple opportunities to use instructional strategies that include word walls to assist with the understanding of multiple meaning words.

Action Step 1

Students develop and maintain a response journal. During pre-reading activities educators should instruct students in the use of concept maps to help build their general knowledge of word meanings and relationships, the study of synonyms and antonyms, and the practice of recognizing examples and non-examples of word relationships.

Resource Type

Evidence-Based Program

Resource

Accelerated Reader- $700.00 Saturday Academy - #1000.00

Funding Source

SAC Funds

Amount Needed

$1,700

G1.B2 On the 2013 FCAT 2.0 Reading 28% of students scored at level 3 or above. The goal for 2014 is to increase one percentage point. The data collected from the 2013 FCAT 2.0 Reading, indicates the area for improvement is Reporting Category 4 Informational Text/Research Data.

G1.B2.S1 The students will have multiple opportunities to use instructional strategies that include text feature charts and text feature analysis to assist with comprehending informational text.

Action Step 1

The students will use real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information. Students should make connections between the text of a story, drama or information presented identifying where each version reflects specific descriptions, directions, or contributes to an understanding of the text in which it appears.

Resource Type

Evidence-Based Materials

Resource

Accelerated Reader(AR) Books (Informational text/Research Data) and corresponding AR tets

Funding Source

Scholastic Book Fair (PTA Fundraiser)

Amount Needed

$1,650