

Miami-Dade County Public Schools

Banyan Elementary School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	10
Planning for Improvement	14
Positive Culture & Environment	0
Budget to Support Goals	0

Banyan Elementary School

3060 SW 85TH AVE, Miami, FL 33155

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

Demographics

Principal: Vanessa Faraldo

Start Date for this Principal: 7/23/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	96%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Hispanic Students Economically Disadvantaged Students
School Grades History	2021-22: A (66%) 2018-19: A (62%) 2017-18: A (66%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	10
Planning for Improvement	14
Title I Requirements	0
Budget to Support Goals	0

Banyan Elementary School

3060 SW 85TH AVE, Miami, FL 33155

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2021-22 Title I School</p> <p>Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>96%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>99%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A	A	A	A

School Board Approval

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

SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

It is the mission of Banyan Elementary School to develop life long learners in a safe, multicultural learning environment while focusing on each student's academic achievement and social/emotional well-being.

Provide the school's vision statement.

Banyan Elementary provides educational excellence while fostering a multicultural learning environment for all students.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Faraldo-Padron, Vanessa	Principal	As the principal, Vanessa Padron, oversees daily activities and operations within the school. Her main duties include ensuring that academic policies and curriculum are followed, desegregating data to promote a data driven school, promoting teacher leaders and maximizing their potential, and meeting with parents and stake holders on a regular basis to meet the needs of the community.
Ferguson, Rameisha	Assistant Principal	As the assistant principal, Rameisha Ferguson, assists and works in collaboration with the principal in the overall administration of the school's instructional programs, activities, and operations. She assists in promoting the mission and vision, academic curriculum and instruction, data desegregation, enforcing student discipline, encouraging and assisting teachers and students, and meeting with faculty, staff, students, and all stakeholders to address their concerns.
Cata, Christine	Teacher, K-12	As a classroom instructor, Christine Cata, is responsible for supervising, educating, and supporting students to help them accomplish learning benchmarks, learning gains, and overall student achievement and success. She is also responsible for preparing lessons, enforcing rules and classroom behavior, and leading a data driven classroom to maximize instruction. In addition, she assists with planning and coordinating schoolwide student activities.
Collera, Mercedes	Teacher, K-12	As a classroom instructor and teacher leader, Mercedes Collera, is responsible for supervising, educating, and supporting students to help them accomplish learning benchmarks, learning gains, and overall student achievement and success. She is also responsible for preparing lessons, enforcing rules and classroom behavior, and leading a data driven classroom to maximize instruction. In addition, she is grade level chair and as such assists teachers with strategies to facilitate student achievement.
Segovia, Maria	Teacher, K-12	As a classroom instructor and teacher leader, Maria Segovia, is responsible for supervising, educating, and supporting students to help them accomplish learning benchmarks, learning gains, and overall student achievement and success. She is also responsible for preparing lessons, enforcing rules and classroom behavior, and leading a data driven classroom to maximize instruction. In addition, she is grade level chair and as such assists teachers with strategies to facilitate student achievement.
Pekarsky, Jennifer	Teacher, PreK	As a classroom instructor and teacher leader, Jennifer Pekarsky, is responsible for supervising, educating, and supporting students to help them accomplish learning benchmarks, learning gains, and overall student achievement and success. She is also responsible for preparing lessons, enforcing rules and classroom behavior, and leading a data driven classroom to maximize instruction. In addition, she is the STEAM Liaison and helps to coordinate and promote a STEAM environment within the school.

Demographic Information

Principal start date

Tuesday 7/23/2019, Vanessa Faraldo

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

12

Total number of teacher positions allocated to the school

19

Total number of students enrolled at the school

281

Identify the number of instructional staff who left the school during the 2021-22 school year.

4

Identify the number of instructional staff who joined the school during the 2022-23 school year.

2

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	55	43	43	43	53	45	0	0	0	0	0	0	0	282
Attendance below 90 percent	0	8	4	2	4	1	0	0	0	0	0	0	0	19
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	3	8	2	5	0	0	0	0	0	0	0	18
Course failure in Math	0	0	0	3	1	4	0	0	0	0	0	0	0	8
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	2	4	9	0	0	0	0	0	0	0	15
Level 1 on 2022 statewide FSA Math assessment	0	0	0	1	8	10	0	0	0	0	0	0	0	19
Number of students with a substantial reading deficiency	0	0	6	12	5	12	0	0	0	0	0	0	0	35

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	2	2	3	10	0	0	0	0	0	0	0	17

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	2	1	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Monday 8/22/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	39	40	40	54	43	47	0	0	0	0	0	0	0	263
Attendance below 90 percent	0	4	1	4	2	2	0	0	0	0	0	0	0	13
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	4	6	4	10	0	0	0	0	0	0	0	26
Course failure in Math	0	0	4	3	2	4	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Number of students with a substantial reading deficiency	0	3	10	13	9	8	0	0	0	0	0	0	0	43

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	2	2	3	1	4	0	0	0	0	0	0	0	12

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	2	0	2	0	1	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	39	40	40	54	43	47	0	0	0	0	0	0	0	263
Attendance below 90 percent	0	4	1	4	2	2	0	0	0	0	0	0	0	13
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	4	6	4	10	0	0	0	0	0	0	0	26
Course failure in Math	0	0	4	3	2	4	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Number of students with a substantial reading deficiency	0	3	10	13	9	8	0	0	0	0	0	0	0	43

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	2	2	3	1	4	0	0	0	0	0	0	0	12

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	2	0	2	0	1	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	79%	62%	56%				60%	62%	57%
ELA Learning Gains	75%						62%	62%	58%
ELA Lowest 25th Percentile	50%						42%	58%	53%
Math Achievement	74%	58%	50%				68%	69%	63%
Math Learning Gains	67%						75%	66%	62%
Math Lowest 25th Percentile	44%						50%	55%	51%
Science Achievement	73%	64%	59%				80%	55%	53%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	67%	60%	7%	58%	9%
Cohort Comparison		0%				
04	2022					
	2019	47%	64%	-17%	58%	-11%
Cohort Comparison		-67%				
05	2022					
	2019	67%	60%	7%	56%	11%
Cohort Comparison		-47%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	62%	67%	-5%	62%	0%
Cohort Comparison		0%				
04	2022					
	2019	65%	69%	-4%	64%	1%
Cohort Comparison		-62%				
05	2022					
	2019	72%	65%	7%	60%	12%
Cohort Comparison		-65%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	74%	53%	21%	53%	21%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	47	67		26	33	40					
ELL	67	64	30	64	61	31	56				
HSP	78	74	47	73	66	44	74				
FRL	75	72	50	70	63	44	65				
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	19	8		24	25						
ELL	58	47		46	21		24				
HSP	64	41		59	27		37				
FRL	62	48		58	32		40				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	24	66	64	46	55						
ELL	57	59	40	63	75	62	73				
HSP	60	61	42	68	75	50	79				
FRL	57	58	33	67	76	52	81				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	67
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	70
Total Points Earned for the Federal Index	532
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	44
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	55
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	66
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	64
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

2021 data findings:

Based on the 2021 State Assessment Data, all ELA achievement subgroups scored at least 60% with the exception of SWD which scored 19%, which was a difference of 41 percentage points. In addition, all Math achievement subgroups scored at least 60% with the exception of SWD which scored 24%, which is a difference of 36 percentage points. Science achievement decreased across all subgroups.

2022 data findings:

Based on the 2022 State Assessment Data, our school showed an increase in ELA proficiency in grades 3-5. The overall proficiency increased from 64% in 2021 to 79% in 2022 which was a 15 percentage point increase. In Math proficiency, we increased from 60% in 2021 to 74% in 2022 which was a 14 percentage point increase. However, our most impressive data are the gains in our Science proficiency. In 2021 our proficiency was at 39% and in 2022 we increased to 73% which is an increase of 34 percentage points.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

2021 data findings:

Based on iReady Progress Monitoring Data SWD showed the greatest need for improvement across all grade levels. In addition, the Math Learning Gains subgroup consisting of ELL, Hispanic, and Free/Reduced Lunch (economically disadvantaged) also indicates a need for improvement. During the 2021 school year, learning gains component decreased as follows: ELL from 75% to 21%, SWD from 55% to 25%, Hispanic from 75% to 27%, and FRL from 76% to 32%.

2022 data findings:

Based on the 2022 State Assessment Data, the greatest need for improvement is in Mathematics. Comparing our overall Assessment Data in Mathematics, 74% to our ELA Assessment Data 79%, our students scored lowest in Mathematics which was a difference of 5 percentage points.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

2021 data findings:

After reviewing our 2021 State Assessment Data, despite the L25 students being provided with DI, intervention, and extended learning opportunities we noticed a need for improvement in these same areas due to lack of consistency and learning loss due to the pandemic.

2022 data findings:

After reviewing our 2022 State Mathematics Assessment Data, the new actions that will be taken during the 2022-2023 school year to address the need for improvement are as follows: offer Math Professional Development opportunities on the new B.E.S.T. Standards, utilize the district's pacing guide with fidelity to drive instruction, and provide students with extended learning opportunities from the beginning of the school year.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

2021 data findings:

Based on our 2021 State Assessment Data, the school showed an increase in ELA proficiency in grades 3-5. The overall proficiency increased from 60% in 2019 to 64% in 2021 which was a 5 percentage point increase.

2022 data findings:

Based on our 2022 State Assessment Data, the school showed the most improvements in ELA proficiency in grades 3-5. The overall proficiency increased from 64% in 2021 to 79% in 2022 which was a 14 percentage point increase.

What were the contributing factors to this improvement? What new actions did your school take in this area?

2021 data findings:

Our 2020-2021 iReady and 2021 State Assessment Data showed increases and learning gains in ELA. We attribute those improvements to the implementation and fidelity of our Intervention Program which had a positive impact on students' Reading performance. Grade Level/collaborative planning was conducted on a weekly basis with fidelity. In addition, after school tutoring was implemented throughout the school year for our lowest 25%.

2022 data findings:

Based on our 2021-2022 State Assessment Data, our school showed a significant increase in ELA. We attribute these increases to the fidelity and implementations of Differentiated Instruction with two Teacher Lead Centers, our Intervention Program which had a positive impact on students' Reading performance, and our extended Learning Program/After school Tutoring. In addition, Grade Level/collaborative planning meetings were conducted on a weekly basis with fidelity.

What strategies will need to be implemented in order to accelerate learning?

Based on our 2022 State Assessment Data, in order to accelerate learning of all students, our teachers will implement data-driven and differentiated instruction with fidelity. We will also continue to implement

our Intervention Program and offer extended learning opportunities. In addition, teachers will continue to implement the B.E.S.T Standards and conduct weekly Grade Level Collaborative Planning Meetings.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Based on our 2022 State Assessment Data, our teachers will be provided with opportunities to participate and attend either district or school sponsored Professional Development Trainings to support the school's areas of need. On Professional Development Days, PDs will be offered at our school which will include the following topics: Differentiated Instruction and Data Driven Instruction, STEAM, and B.E.S.T Standards in Mathematics. Also, based on the needs of our teachers, additional professional development opportunities will be offered throughout the school year, during faculty meetings, and grade level meetings.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Based on 2022 State Assessment Data, in order to ensure sustainability of improvement, our school will participate in collaborative and vertical planning with fidelity through out the school year to ensure instructional strategies are being implemented. In addition, we will offer STEAM based activities and clubs, extended learning opportunities after school, and homework assistance through our after-school program, and provide ongoing Professional Development opportunities to our teachers to increase their knowledge base and equip them with the tools and skills to meet the needs of our students.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Math

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

According to the 2022 FSA proficiency data, 79% of the 3rd-5th students are proficient in ELA as compared to 74% of the 3rd-5th grade students who demonstrate proficiency in Math. We will focus on differentiation during Math instruction to increase this percentage by 5%.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of differentiation, an additional 5% of the 3rd-5th grade students will demonstrate proficiency in Math by 2022-2023 state assessment.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The Leadership Team will conduct data chats, and follow-up with regular walkthroughs to ensure that differentiation is aligned to current data. Administrators will review lesson plans for indication of differentiation for L25 students, in particular. Data Analysis of formative assessments of L25 students will be reviewed monthly to observe progress. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards. Extended learning opportunities in Math will be provided for students.

Person responsible for monitoring outcome:

Vanessa Faraldo-Padron (pr0201@dadeschools.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Data-Driven Decision Making is a process embedded in the culture of the school where data is used at every level to make informed decisions on what is best for students. This includes goal setting, interventions, teacher placement, course work, differentiating instruction etc.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for

Differentiation will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

selecting this strategy.**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

08/31/22-10/14/22

Review and discuss our school's current Math Assessment Data and School Grade. Additionally, provide faculty and staff with a professional development refresher on data-driven instruction to facilitate the disaggregation of data, appropriate strategies to accelerate learning, and guidance with Differentiated Instruction and student grouping, and data chats. As a result, teachers will use their students' data to guide their instruction and create Math DI Groups.

Person**Responsible**

Vanessa Faraldo-Padron (pr0201@dadeschools.net)

08/31/22-10/14/22

Teachers will administer progress monitoring assessments in Math (FAST PM1, iReady, and Math Topic Assessments). Data reports will be retrieved and disaggregated to plan collaboratively and hold data chats the with administration and students. As a result, the disaggregation of data will allow teachers to plan for Differentiated Instruction activities and lessons that will remediate or enrich student learning.

Person**Responsible**

Vanessa Faraldo-Padron (pr0201@dadeschools.net)

08/31/22-10/14/22

Teachers will conduct individual Math data chats with students to empower them with their learning. As a result, students will be given the opportunity to set individual goals and encouraged to track and monitor their own progress.

Person**Responsible**

Vanessa Faraldo-Padron (pr0201@dadeschools.net)

08/31/22-10/14/22

Teachers will review Math data reports in order to create skills-based groups, plan activities based on student deficiencies, and select appropriate strategies to accelerate learning. As a result, Math Teachers will meet with each DI Group at least once a week to review and teach the weakest benchmarks in Math.

Person**Responsible**

Vanessa Faraldo-Padron (pr0201@dadeschools.net)

10/31/22-12/16/22

Teachers will work with newly acquired Math Interventionist to select appropriate strategies to strength Mathematics skills and accelerate learning. Math Interventionist will work with students who need extra support. As a result students will receive needed support in weakest benchmarks in Math.

Person**Responsible**

Vanessa Faraldo-Padron (vfaraldo@dadeschools.net)

10/31/22-12/16/22

Teachers will implement the "Post-it" strategy in their Math classes, this strategy is used to quickly identify students who did not understand the daily lesson. As a result, these students will receive reinforcement at the end of the Math lesson from either the teacher or Math Interventionist.

Person**Responsible**

Vanessa Faraldo-Padron (vfaraldo@dadeschools.net)

#2. Instructional Practice specifically relating to Differentiation

Area of Focus

Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

After reviewing our 2022 State Assessment Data, which was 79% in ELA mastery, 74% in Math mastery, and 73% in Science mastery, we identified that data driven instruction (across all content areas) needs to be prioritized in order to accelerate student achievement specifically amongst the Lowest 25%, which had 50% ELA mastery and 44% Math mastery. Therefore, we will students will increase by a minimum of 5 percentage points as evidenced by the 2023 State Assessments.

Measurable

Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If we successfully implement Differentiation, then our SWD and Lowest 25% students will increase by a minimum of 5 percentage points as evidenced by the 2023 State Assessments.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Teachers will disaggregate data from Performance Matters Reports, Reading Assessment Reports, and iReady Diagnostic Reports in order to drive instruction based on students individual needs. Data Chats, on-going classroom walkthroughs, iReady Data, Performance Matters and Reading Reports will be monitored by Administration.

Person responsible for monitoring outcome:

Vanessa Faraldo-Padron (pr0201@dadeschools.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Differentiated Instruction through the use of Data-Driven Instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to meet the needs of the students. Based on feedback from classroom walkthroughs, progress monitoring data, and data chats, teachers will continually make adjustments to their instruction. Lesson plans, instructional strategies, and delivery methods will constantly change as new data becomes available.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

08/31/22-10/14/22

Differentiated Instruction (DI) groups will be created using iReady Diagnostic Assessment results (Reading and Math). In addition, Performance Matters, Math Topic Assessments, and Reading Assessment reports will be utilized to monitor student progress. As a result, teachers will be able to plan and prepare lessons and strategies for remediating and/or enriching.

Person Responsible Vanessa Faraldo-Padron (pr0201@dadeschools.net)

08/31/22-10/14/22

Intervention groups for Tier 2 and 3 students will be created using data from iReady, Performance Matters, and Reading Progress Monitoring in order to provide students with 30 additional minutes of instruction. As a result, teachers will be able to monitor and reinforce the skills they are lacking.

Person Responsible Vanessa Faraldo-Padron (pr0201@dadeschools.net)

08/31/22-10/14/22

ELA Teachers in grades K-2 will utilize fluency checks during Differentiated Instruction (DI) as an instructional strategy to monitor and improve students' phonics skills. ELA Teachers in grades 3-5 will utilize chunking strategies during DI as an instructional strategy to monitor and improve reading comprehension. All teachers will utilize the SPADE strategy to enhance reading comprehension. Math Teachers in grades K-2 will utilize fluency facts and teachers in grades 3-5 will utilize the post-it note exit strategy in addition to the fluency facts. 5th Grade Science Teachers will implement J & J Bootcamp supplemental curriculum and resources to assist with small groups and enhancing the Science curriculum. As a result, teachers will increase their students' proficiency in all content areas by effectively utilizing the strategies.

Person Responsible Vanessa Faraldo-Padron (pr0201@dadeschools.net)

08/31/22-10/14/22

DI groups for Tier 1 students (enrichment groups) will be given opportunities to enhance their learning by utilizing programs such as ReadWorks, MyOn, and Reflex Math in addition to the B.E.S.T. Literature novels from the Wonders program. J&J Bootcamp (5th Grade), Science Essential Labs, and STEAM Projects will also be implemented in Science to enhance and increase student achievement. As a result, teachers will continuously teach rigorous lessons in addition to enhancing programs, to ensure that our Tier 1 students are being enriched and challenged throughout the year.

Person Responsible Vanessa Faraldo-Padron (pr0201@dadeschools.net)

10/31/22-12/16/22

Teachers will adjust their Differentiated Instruction groups based on the iReady AP1 Data, FAST Assessments, ELA Assessments, Math Topic Assessments and 1st quarter Data Chats with administration. As a result weakest benchmarks will be targeted more effectively thus closing the learning gap.

Person Responsible Vanessa Faraldo-Padron (vfaraldo@dadeschools.net)

10/31/22-12/16/22

Teachers will assign iReady Lessons for students based on their weakest benchmarks from their ELA Assessments and Math Assessments. As a result students are receiving additional support in their areas of weakness.

Person Responsible Vanessa Faraldo-Padron (vfaraldo@dadeschools.net)

#3. Transformational Leadership specifically relating to Leadership Development**Area of Focus****Description and Rationale:**

According to the 2021-2022 School Climate Survey, 75% of our teachers strongly agree with the statement that my principal is an effective administrator. According to the previous year, the 2020-2021 School Climate Survey, indicated that 58% of the school staff believed that the principal is an effective administrator. Although this is a 17% increase, the principal will continue to focus on building relationships within our leadership team and strengthening systems within our school.

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If we successfully implement the Targeted Element of Leadership Development, our staff will be provided the opportunity to contribute to school-wide decisions by providing input through monthly meetings. This will be realized through teachers participating in the logistical elements of meetings, presenting ideas to solve issues that arise, etc. The percentage of staff in leadership roles will increase by at least 5% during the 2022-2023 school year.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

With the implementation of Leadership Development, an additional 5% of the staff will agree with the statement that the principal is an effective administrator.

Person responsible for monitoring outcome:

Vanessa Faraldo-Padron (pr0201@dadeschools.net)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

Providing Personal Instruction involves leadership team members providing personalized instruction and training to stakeholders to assist in their development. Leaders should model behaviors and utilize expertise and skills to assist stakeholders in building capacity.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

We decided to focus on Leadership Development to address the critical needs within our school. The data reveals that 75% of our staff agree with the statement that the principal is an effective administrator. To increase this percentage, we selected leadership development because it will create teams of leaders that will share the principals vision and mission in a positive manner with the staff.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

08/31/22-10/14/22

During the Opening of School Faculty Meeting, staff will participate in a Team Building Activity (Amazing Race) to enhance school and staff collaboration, sharing of our vision and mission, and school unity. As a result, we will build positive relationships and encourage teamwork.

Person Responsible Vanessa Faraldo-Padron (pr0201@dadeschools.net)

08/31/22-10/14/22

Teachers and staff will be given the opportunity to lead committees. As a result, we expect to see teachers and staff collaborating and working together for the safety and well being of our students. Collaboration amongst faculty and staff will foster a positive school climate and culture, build teacher capacity, and develop Teacher Leaders.

Person Responsible Vanessa Faraldo-Padron (pr0201@dadeschools.net)

08/31/22-10/14/22

We will celebrate staff successes through recognition which boosts morale and encourages staff to keep performing at high levels. Staff will be recognized monthly for ALL STARS MOMENTS on our "Touchdown Highlights" Bulletin Board in the Main Office. As a result, there will be an increase in the school's morale and culture.

Person Responsible Vanessa Faraldo-Padron (pr0201@dadeschools.net)

08/31/22-10/14/22

We will spotlight "All Star" teachers who go above and beyond the call of duty. Our school's Social Media (Instagram, Twitter, and Facebook) will also highlight staff and student successes for the following: Class High Academic Achievements, Student of the Month, Honor Roll, Do The Right, and winners of the iReady Challenge (iReady Chain). As a result, staff and students will feel happy and valued.

Person Responsible Vanessa Faraldo-Padron (pr0201@dadeschools.net)

10/31/22- 12/16/22

Teachers will participate in ELA and Math iCADS. As a follow-up, teachers will share the information, knowledge gained, and experience with other grade level teachers at the school-site. As a result Teacher Leaders are formed specifically in the area of Curriculum.

Person Responsible Vanessa Faraldo-Padron (vfaraldo@dadeschools.net)

10/31/22-12/16/22

Teachers will take the initiative to become Teacher Leader/Sponsors by creating and developing extra curricular student clubs and activities (i.e. Book Club, Robotics Club, Student Council Club, Honor's Society Club, etc.). As a result the schools morale will increase and this will continue to build teacher capacity.

Person Responsible Vanessa Faraldo-Padron (vfaraldo@dadeschools.net)

#4. Positive Culture and Environment specifically relating to Collaboration**Area of Focus**

Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on the data from our 2022 School Climate Survey, we have selected to focus on Collaboration. The data revealed that 79% of our school personnel feel overloaded and overwhelmed. Therefore, throughout the 2022-2023 school year, Administration will encourage and promote collaboration and teamwork, thus bring some relief to the feelings of being overloaded and overwhelmed. In addition, Administration will motivate and empower the staff to become Teacher Leaders who will promote the mission and vision of the school. Teachers will be given opportunities to facilitate professional development trainings and share best practices with colleagues based on their area of expertise.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If we successfully implement the promotion of best practices and collaboration amongst faculty across all grade levels, we will see a decrease of at least 5% in the amount of teachers who feel overloaded and overwhelmed thus encouraging communication, teachers volunteering for leadership positions, and ultimately increasing learning gains and student achievement during the 2022-2023 school year.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

Collaboration amongst staff will be monitored by administration throughout the year with fidelity as evidenced by faculty meetings, grade level meetings, vertical planning, and classroom walkthroughs.

Person responsible for monitoring outcome:

Vanessa Faraldo-Padron (pr0201@dadeschools.net)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

Collaborative Spaces refers to creating a collaborative atmosphere in the school and conducive spaces for students to engage in projects and/or group work. Effective Collaborative Spaces can promote group work physically or virtually.

Rationale for Evidence-based

Involving staff in successful collaboration will assist in integrating the talents of teachers within the building to carry out the vision and mission of the school. Collaboration

Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/ criteria used for selecting this strategy.

amongst faculty and staff will foster a positive school climate and culture, build teacher capacity, and develop strong teacher leaders.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

08/31/22-10/14/22

Collaborative Planning will take place throughout the school year, especially on Wednesdays. As a result, teachers will be encouraged to have grade level meetings to develop lesson plans, share best practices, and collaborate different instructional practices and strategies.

Person Responsible Vanessa Faraldo-Padron (pr0201@dadeschools.net)

08/31/22-10/14/22

Teachers will be given the opportunity to Share Best Practices during Faculty Meetings, Grade Level Meetings, and Leadership Team Meetings. As a result, teamwork and collaborative efforts will increase.

Person Responsible Vanessa Faraldo-Padron (pr0201@dadeschools.net)

08/31/22-10/14/22

Teachers will be given the opportunity to model classroom instructional lessons and share instructional lesson plans, strategies and practices. As a result, we will build teacher capacity and develop strong teacher leaders.

Person Responsible Vanessa Faraldo-Padron (pr0201@dadeschools.net)

08/31/22-10/14/22

Administrators and veteran colleagues will serve a mentors to assist and provide insight to novice teachers and emerging teacher leaders. Mentors will be a resource for advice and guidance. As a result, they will foster collaboration and increased success.

Person Responsible Vanessa Faraldo-Padron (pr0201@dadeschools.net)

10/31/22 - 12/16/22

Teachers will be given the opportunity to lead and guide other teachers during the District-wide Professional Development Day. As a result, we will build teacher capacity and promote collaboration amongst our faculty.

Person Responsible Vanessa Faraldo-Padron (vfaraldo@dadeschools.net)

10/31/22 - 12/16/22

A school site Schoology page will be implemented so that teachers can share resources, ideas, and best practices with other faculty members. As a result collaboration and teamwork will increase.

Person Responsible Vanessa Faraldo-Padron (vfaraldo@dadeschools.net)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

N.A

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
-------------	-----------------------------------

N/A

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

Our school builds a positive school culture and environment by engaging all stakeholders. Our strengths within School Culture are in Providing a Safe Learning Environment, Celebrating Success, Relationships, and Connections. Each year a theme is selected to motivate students both academically and emotionally. Various activities are held throughout the school year where faculty, staff, students, and community members are encouraged to participate and promote their school pride. In addition, the school's social media pages are used to both celebrate accomplishments and inform the community of our achievements.

Identify the stakeholders and their role in promoting a positive school culture and environment.

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principal, and Teacher Leaders (our School Leadership Team). The Principal's role is to monitor and oversee the school's initiatives and respond to concerns with morale. The Assistant Principal will assist in ensuring all information is shared with stakeholders in timely manner. Teacher Leaders assist in providing and responding to feedback from stakeholders. Our PTA/Banyan Roots parents serve as liaisons between school and community providing up-to-date information within a timely manner. All stakeholders are responsible for making specific efforts to connect and build relationship with students, parents, and families.