

Miami-Dade County Public Schools

Banyan Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Banyan Elementary School

3060 SW 85TH AVE, Miami, FL 33155

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

School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

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.
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.
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.
Pekarsky, Jennifer	Teacher, ESE	As an ESE 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.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Is the mission of Banyan Elementary School to involve and work together with all stakeholders (leadership team, teachers, school staff, parents, students, family members, community, and business partners) to establish expectations for all and make decisions for the good of the entire school.

Banyan Elementary stakeholders are very involved in the School Improvement Process (SIP) and its development, which helps to strengthen our student academic achievement. During our SIP meetings, parents are informed of their rights to be involved at our school. We review our school's data and identify areas of concern, make decisions on interventions, extended opportunities, review the accountability for each group, and discuss strategies to improve. Our stakeholders play an integral role in the planning, reviewing, decision-making, and school improvement of schoolwide academics and activities at our school.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Our school EESAC will meet at least four (4) times a year, at which the SIP will be discussed and reviewed. Progress updates and data will be provided, shared, and discussed based on student assessment data, classroom walkthroughs with fidelity, Leadership and Grade Level Meetings, Collaborative Planning Meetings and, sharing of best practices, and staff and stakeholders' feedback. The Leadership Team will conduct data chats after each FAST Assessment Administration. Data, strategies, and suggestions for improvement will be discussed at each SIP Meeting.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	99%
2022-23 Economically Disadvantaged (FRL) Rate	96%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students)	Students With Disabilities (SWD) English Language Learners (ELL)

(subgroups below the federal threshold are identified with an asterisk)	Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	3	4	1	2	4	3	0	0	0	17	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in English Language Arts (ELA)	0	1	4	4	11	2	0	0	0	22	
Course failure in Math	0	1	0	4	4	11	0	0	0	20	
Level 1 on statewide ELA assessment	0	0	0	19	13	11	0	0	0	43	
Level 1 on statewide Math assessment	0	0	0	10	7	10	0	0	0	27	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	3	11	14	19	13	14	0	0	0	74	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	1	10	10	12	0	0	0	33

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	8	4	2	4	1	0	0	0	19	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	3	8	2	5	0	0	0	18	
Course failure in Math	0	0	0	3	1	4	0	0	0	8	
Level 1 on statewide ELA assessment	0	0	0	2	4	9	0	0	0	15	
Level 1 on statewide Math assessment	0	0	0	1	8	10	0	0	0	19	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	6	12	5	12	0	0	0	35	

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	8	4	2	4	1	0	0	0	19	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	3	8	2	5	0	0	0	18	
Course failure in Math	0	0	0	3	1	4	0	0	0	8	
Level 1 on statewide ELA assessment	0	0	0	2	4	9	0	0	0	15	
Level 1 on statewide Math assessment	0	0	0	1	8	10	0	0	0	19	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	6	12	5	12	0	0	0	35	

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	63	60	53	79	62	56	64		
ELA Learning Gains				75			43		
ELA Lowest 25th Percentile				50					
Math Achievement*	73	66	59	74	58	50	60		
Math Learning Gains				67			29		
Math Lowest 25th Percentile				44					
Science Achievement*	68	58	54	73	64	59	39		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	70	63	59	70			71		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	66
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	331
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	67
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	532
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	40	Yes	1	
ELL	58			
AMI				
ASN				
BLK				
HSP	66			
MUL				
PAC				
WHT				

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	64			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	44			
ELL	55			
AMI				
ASN				
BLK				
HSP	66			
MUL				
PAC				
WHT				
FRL	64			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	63			73			68					70
SWD	21			21			42				4	75
ELL	51			64			57				5	70
AMI												
ASN												
BLK												
HSP	63			73			68				5	70
MUL												

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT												
FRL	59			68			66				5	76

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	79	75	50	74	67	44	73					70
SWD	47	67		26	33	40						50
ELL	67	64	30	64	61	31	56					70
AMI												
ASN												
BLK												
HSP	78	74	47	73	66	44	74					70
MUL												
PAC												
WHT												
FRL	75	72	50	70	63	44	65					69

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	64	43		60	29		39					71
SWD	19	8		24	25							
ELL	58	47		46	21		24					71
AMI												
ASN												
BLK												
HSP	64	41		59	27		37					71
MUL												
PAC												
WHT												
FRL	62	48		58	32		40					69

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	52%	56%	-4%	54%	-2%
04	2023 - Spring	66%	58%	8%	58%	8%
03	2023 - Spring	45%	52%	-7%	50%	-5%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	60%	63%	-3%	59%	1%
04	2023 - Spring	79%	64%	15%	61%	18%
05	2023 - Spring	60%	58%	2%	55%	5%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	54%	50%	4%	51%	3%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Based on the 2023 Florida Assessment of Student Thinking (FAST), the data component that showed the lowest performance and mastery was English Language Arts (ELA). Comparing our Assessment Data in ELA to last year's data (79%), there was a 12% difference. However, in 2022, the lowest performance was in Mathematics (74%), which remained the same in 2023. Data trends reveals that the lowest performance by content area fluctuates from year to year because of the shift in focus. There is a need to be stable with implementations and strategies in both ELA and Math. However, we attribute our 2023 decrease in ELA to the lack of Differentiated Instruction with fidelity, teacher attendance and absences, and the short length of time for extended Learning Program/After school Tutoring.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Based on the 2023 Florida Assessment of Student Thinking (FAST), the data component that showed the greatest decline was English Language Arts (ELA) with 67% Mastery. The factors that contributed to this decline were the inclusion of a new Assessment and Computer-Based testing, and the influx of new students after the start of the new year, the lack of Differentiated Instruction with fidelity, teacher attendance and absences, and the short length of time for extended Learning Program/After school Tutoring.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Based on the 2023 Florida Assessment of Student Thinking (FAST), the component that had the greatest gap was 4th Grade Math. There was a 23% percentage point difference when comparing our 4th Grade FAST PM3 scores (84%) to the State 4th Grade PM3 scores (61%). We attribute the increase to: Math Professional Learning opportunities on the new B.E.S.T. Standards, utilization of the district's pacing guide with fidelity to drive instruction, fidelity and implementations of Math Differentiated Instruction with two Teacher Lead Centers with a focus on our L25/35, and our Math Extended Learning Program Before and After School Tutoring provided from the beginning of the school year. In addition, Grade Level/collaborative planning meetings were conducted on a weekly basis with fidelity, and Data-driven Instruction.

Which data component showed the most improvement? What new actions did your school take in this area?

Based on the 2023 Florida Assessment of Student Thinking (FAST), the data component that showed the most improvement was the most improvement was 4th Grade Mathematics. The data revealed that 4th Grade Math scores increased from 74% in 2022 to 84% in 2023 which was a 10 percentage point increase. We attribute the increase to the following new actions taken: Math Professional Learning opportunities on the new B.E.S.T. Standards, utilization of the district's pacing guide with fidelity to drive instruction, fidelity and implementations of Math Differentiated Instruction with two Teacher Lead Centers with a focus on our L25/35, and our Math Extended Learning Program Before and After school Tutoring provided from the beginning of the school year. In addition, Grade Level/collaborative planning meetings were conducted on a weekly basis with fidelity.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

After reviewing the Early Warning Sign/Indicators (EWS), our school has identified two areas of concern: the number of student who scored level 1 (43) on the 2023 ELA FAST PM3, and the Substantial Reading Deficiency which was (74).

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Our highest priorities for school improvement during the 2023-2024 school year are: increasing our overall mastery in ELA, which was our lowest content area performance, as well as increasing the mastery for Mathematics and Science. Additional priorities are reducing the number of our Tier 3 students in Reading and Math, and increasing teacher/staff attendance.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 FAST PM3 data, 67% of 3rd - 5th grade students were proficient in ELA Reading. When comparing this same data to the 2021-2022 FSA results there is a 12 percentage point decrease in proficiency. Based on the data and the identified contributing factors of: high number of level 1 and 2 ESOL students. Student readiness levels limit the ability to master grade level tasks and lesson plans that don't set high expectations, we will implement the Targeted Element of English Language Arts with a focus on Differentiated Instruction.

Measurable Outcome:

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

With the implementation of differentiated instruction, an additional 5% of the (for the total of 72%) 3rd-5th grade students will demonstrate proficiency in ELA Reading by the 2023-2024 FAST PM 3 Assessment, June 2024.

Monitoring:

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

The Leadership Team (Ms. Padron, Principal, Dr. Ferguson, AP, and Grade Level Chairs) 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 Reading will be provided for students.

Person responsible for monitoring outcome:

Vanessa Faraldo-Padron (pr0201@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the Targeted Element of English Language Arts, our school will focus on the Evidence-based Intervention of: Differentiated Instruction. 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. Research demonstrates this method benefits a wide range of students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Teachers will disseminate 2022-2023 FAST Data to determine skills to focus on during Differentiated Instruction (D.I.). As a result, teachers will develop lesson plans and activities to address the needs of the students and their weaknesses during D.I.

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

By When: 08/14/23-09/29/23

Differentiated Instruction (D.I.) groups will be created using FAST ELA, iReady Diagnostic Assessment results for Reading. In addition, Performance Matters and Reading Assessment reports will be utilized to monitor student progress. As a result, teachers will be able to create D.I. groups as well as plan and prepare lessons and strategies for remediating and/or enriching.

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

By When: 08/14/23-09/29/23

Intervention groups for Tier 2 and 3 students will be created using data from FAST, 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)

By When: 08/14/23-09/29/23

#2. Instructional Practice specifically relating to Science**Area of Focus Description and Rationale:**

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 NGSSS data, 70% of the 5th grade students were proficient in Science. When comparing this same data to the 2021-2022 results this was a 3 percentage point decrease in proficiency. Based on the data and the identified contributing factors of: high number of level 1 and 2 ESOL students. Student readiness levels limit the ability to master grade level skills, We will implement the Targeted Element of Science with a focus on Data Driven Instruction.

Measurable Outcome:

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

With the implementation of data driven instruction, an additional 5% (for a total of 75%) of the 5th grade students will demonstrate proficiency in Science by the 2023-2024 NGSSS Assessment, June 2024.

Monitoring:

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

The Leadership Team (Ms. Padron, Principal, Dr. Ferguson, AP, and Grade Level Chairs) 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 (Monthly Topic 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, and being remediated on weakest standards. Extended learning opportunities in Science will be provided for students.

Person responsible for monitoring outcome:

Vanessa Faraldo-Padron (pr0201@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the Targeted Element of Science, our school will focus on the Evidence-based Intervention of: Data-Driven Instruction. Data-Driven Instruction, is an educational approach that relies on the teacher's use of student performance data to inform instructional planning and delivery. This systematic approach of instruction uses assessment, analysis, and actions to meet students needs. Data-Driven Instruction may include developing Instructional Focus Calendars (IFC) to inform teachers on specific standards to target during instruction throughout the year, based on data outcomes.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Teacher will administer the 5th Grade Science Baseline within the first two weeks of school. As a result, she will be able to gather data on the students' general knowledge of Science.

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

By When: 08/14/23-09/29/23

Teacher will conduct data chats with students based on their 5th Grade Science Baseline data. As a result, students will create data assesment goals for the 2023-2024 school-year.

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

By When: 08/14/23-09/29/23

Based on the student scores on the 5th Grade Science Baseline, the teacher will analysis and dissegregate data. As a result, small groups will be created to differentiate instruction and remediate based on the weakest areas.

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

By When: 08/14/23-09/29/23

#3. Instructional Practice specifically relating to Student Engagement**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 FAST PM3 Content Proficiency, data revealed that our students scored 67% in ELA, 74% in Math, and 70% in Science. When comparing the data to the 2021-2022 FSA results, there was a decrease in two of the content areas (ELA and Science). Therefore, based on the data and the identified contributing factors of: high number of level 1 and 2 ESOL students and student readiness levels for computer-based testing (CBT), we will implement the Targeted Element of Student Engagement with a focus on Technology Integration.

Measurable Outcome:

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

With the implementation of technology integration, an additional 5% (for the total of 72%) of the 3rd-5th grade students will demonstrate proficiency in ELA Reading, an additional 5% in the area of Mathematics (for the total of 79%), and an additional 5% in Science (for the total of 75%) by the 2023-2024 FAST PM 3/ Science NGSSs Assessment by June 5, 2024.

Monitoring:

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

The Leadership Team (Ms. Padron, Principal, Dr. Ferguson, AP, and Grade Level Chairs), will conduct data chats following FAST and iReady Assessments. The Leadership Team will also monitor the data of other technology programs such as: Topic Assessments (Performance Matters), Progress Monitoring, and IXL to drive instruction. In addition, on-going classroom walkthroughs will be conducted to ensure Standards-Aligned Instruction and technology programs are being implemented with fidelity with a focus on student engagement.

Person responsible for monitoring outcome:

Vanessa Faraldo-Padron (pr0201@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the Targeted Element of Student Engagement, our school will focus on the Evidenced based strategy of: Technology Integration. Technology Integration is the use of technology tools in general content areas in education in order to allow students to apply computer and technology skills to learning and problem-solving. Generally speaking, the curriculum drives the use of technology and not vice versa.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Technology integration will prepare students for Computer-Based Testing (CBT) in grades Pre-K- 5th. Teachers will execute lessons based on the standard aligned instruction integrating technology to ensure that instructional strategies are targeted to increase student success. Students will show evidence of mastery through their assessments and student produced assignments as evidenced by data chats and on-going walkthroughs.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Provide professional learning for teachers on the effective implementation of standards based instruction integrating technology. As a result, teachers will integrate technology skills, strategies, and programs that will increase student success for the 2023-2024 FAST Assessments.

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

By When: 08/14/23-09/29/23

Teachers will develop lesson plans that integrate technology skills and programs to meet the needs of their students. As a result, there will be an increase in student engagement and FAST results.

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

By When: 08/14/23-09/29/23

Teachers will collaborate and plan together on a weekly basis to develop lesson plans and share best practices. As a result, teachers will implement standards based instruction and strategies to increase student engagement.

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

By When: 08/14/23-09/29/23

#4. Positive Culture and Environment specifically relating to Teacher Attendance**Area of Focus Description and Rationale:**

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2023 District/Tiered Comparison data, 42% of our staff was absent 5.5-10 days and 50% of our staff was absent 10.5 days or more, as compared to the District staff absences with 23% with 0.5-5 days absent, 37% with 5.5-10 days, and 36% with 10.5 or more absences. Based on the data, and identified contributing factors of: staff illnesses, death in the family, and personal days, we will implement the Targeted Element of Mindfulness.

Measurable Outcome:

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

With the implementation of Mindfulness, we will decrease our absences of 5.5-10 day by 3% (for the total of 39%), and decrease our absences of 10.5 days or more by 3% (for the total of 47%) by June 2024, the end of the 2023-2024 school year.

Monitoring:

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

The Administration (Ms. Padron, Principals and Dr. Ferguson, AP) will monitor the attendance of all staff daily with fidelity, encourage all staff to participate in the implementation of the Mindfulness Program at our school, and offer rewards and incentives on a quarterly basis for those who improves their attendance.

Person responsible for monitoring outcome:

Vanessa Faraldo-Padron (pr0201@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the Targeted Element of Teacher Attendance, our school will focus on the Evidence-based Intervention of: Mindfulness. Mindfulness is the practice of being in a state of active and open attention in the present. Research suggests that in an educational setting, practicing Mindfulness can benefit students' well-being, social skills, ability to focus, and academic performance. Mindfulness may also reduce stress and burnout for teachers and administrators. The key element to successful Mindfulness practices is to incorporate consistent times for practice throughout the school week, as little as 10-15 minutes at a time can be beneficial.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Implementing the Mindfulness Program and activities during the school day will ensure that teachers reduce their stress levels, improve their mental and physical health, and even increase their overall happiness in life, which will increase the attendance at work.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Provide a professional learning and introduction for teachers on the Mindfulness Program. As a result, teachers will develop an understanding of the program and the fundamentals of how it works.

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

By When: 08/14/23-09/29/23

Develop an Action Plan on the implementation of the Mindfulness Program. As result, teachers will know their expectations, activities, and the benefits of implementing the program.

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

By When: 08/14/23-09/29/23

The staff will meet collaboratively four times throughout the school year to discuss the implementation, share best practices, and participate in the Minfulness exercises as a team. As a result, helping teachers to relax and focus, improving their attendance, instructional delivery, and student academic performance.

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

By When: 08/14/23-09/29/23

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

On an annual basis, our school analyzes data and creates the School Improvement Process (SIP) based on learners' needs. This information is shared with all stakeholders throughout the school year during EESAC Meetings, Grade Level, and Faculty Meetings to discuss and implement strategies through a data-driven decision-making process. Leaders consistently seek the support and active participation of all stakeholders to ensure learner's needs are a top priority. The SIP is publicly available on our school's website, Main Office, Media Center, and our Parent Resource Center.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Throughout the school year all stakeholders meet to discuss the progress of the school's and strategies that will positively impact student achievement. All stakeholders are invited to our annual Title I Meeting to learn about the Title I Program and participate in the decision-making process. In order to enhance

parent and family engagement, access, advocacy, and build stronger relationships, we have created a shared responsibility with parents, family members, and community stakeholders who provides input and review our school's Parent and Family Engagement Plan (PFEP) which assists in providing high quality instruction for all learners. Our PFEP is publicly available on our school's website banyanelementary.net. In addition, parents, families, and other community stakeholders participate in our Educational Excellence School Advisory Committee, PTA, and Banyan Roots Meetings (parent volunteer committee) to share ideas, best practices, and create goals based on the learners' needs to fulfill the school's Mission and Vision.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)(ii))

The School Improvement Process (SIP) is a fluid document which analyzes data provided by both academic achievement and survey results. The SIP includes areas of focus and action steps which are developed from data disaggregation to improve learners' progress and academic achievement. During the 2023-2024 school year, we plan to increase our overall mastery in all content areas. We plan to improve student achievement in these areas by implementing Differentiated Instruction with fidelity in Reading and Math, conducting two (2) Teacher Lead Centers with a focus on our L25/35 in Reading and Math, providing Extended Learning Programs/Tutoring Before and from the beginning of the school year, and utilizing data with fidelity to drive instruction.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Banyan Elementary is dedicated to developing, implementing, and monitoring a safe, happy, and secure environment where students are valued, nurtured, and respected utilizing the character traits from the District's Values Matter Model. As we prepare our students to compete in a global society, the promotion of pro-social behavior, Mental-wellness and awareness are addressed through multiple prevention and intervention strategies within a multi-tiered system of supports including the following.

- The Mental Health Counselor provides counseling for students needing support.
- Individual/Group counseling is provided by the school counselor for students needing behavioral supports...

Strategies include: anger management, peer mediation, "Rules for Fighting Fair," test taking strategies, mental health, mentoring, and managing test anxiety.

- Implementation of the District's bullying policy with fidelity coordinated by the School Counselor.
- The school counselor coordinates the nominations of students for the "Do the Right Thing" recognition program. Teachers nominate students with outstanding behavior, those making good choices, etc.
- Daily affirmations of positive character traits (Values Matter) are reviewed on the morning announcements

and student calendars.

- Values Matter initiative display boards to recognize students exhibiting the monthly core values.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Preparing our students to compete in a global society is very important to our school. Therefore, we implement activities that will build their awareness of the real-world such as: Career Day, College T-shirt Day, and articulation visits with our area Middle Schools to discuss the different Magnet Program offerings.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

A School-Wide Tiered Behavior Management Plan was developed by the staff and Leadership Team based on the Code of Student Conduct. Interventions and strategies have been identified to support and address behavior issues. School-wide Behavior Interventions include, but not limited to:

- Parent Conference
- Lunch with an Administrator or Counselor
- Refer to Counselor for Counseling
- Parent Conferences with the Administration
- After School Detention
- Assistance from MDCPS Social Worker providing referrals to outside agencies (if needed)
- Mental Health Counselor (if needed)
- Mental Health Assessment Team (if needed)
- MTSS Referral (if needed)

If further disciplinary action is needed, we will adhere to the proper chain of command which includes meeting with Administration.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Professional learning improves teacher skills and knowledge and, in turn, boost student outcomes. Professional learning allows teachers to reimagine teaching and learning. Our teachers and paraprofessionals are encouraged to participate in professional learning opportunities within and out of the school building. The effective implementation of collaborative planning and grade level meetings has led to an increase in staff and student morale and student success. Collaborative Planning meetings are conducted throughout the school year. These meetings provide a space to disaggregate and analyze data, utilize data to drive instruction, enrich and enhance planning for student learning, time to collaboratively develop lesson plans, share best practices, and share different instructional practices and strategies. Through collaboration and knowledge of learners' needs, goals and strategies are created and implemented to improve student success which increases school morale and the retainment of happy and effective teachers. Professional learning combined with passion, and purposefulness, will motivate teachers to continue to grow as educators.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

In preparation for Pre-K/Preschool children to transition to Kindergarten, our school implements various activities and strategies to prepare parents and incoming students for Kindergarten. The are as follows:

- Social media posts and flyers via Instagram, Twitter, and Facebook
- Transition to Kindergarten flyers are posted on our website.
- Parents in neighboring daycares and preschools are invited to our school.
- Facilitate a Kindergarten Orientation for parents with a customized video and PowerPoint sharing of information with families of incoming kindergarten students.
- Pre-K and Kindergarten teachers engage in articulation meetings to ensure a smooth transition of existing prekindergarten students transitioning to kindergarten.
- Kindergarten teachers should participate in Pre-Kindergarten events and serve as a resource for incoming kindergarten families.

Pre-K/Preschool visits Kindergarten Day where Pre-K students participate in Kindergarten activities with the Kindergarten students serving as their mentors/role models.