

Banyan Elementary School

3060 SW 85TH AVE, Miami, FL 33155

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

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
85%

Alternative/ESE Center
No

Charter School
No

Minority
96%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

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

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

School Environment

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

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

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

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

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

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

The schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time is the Progressive Discipline Plan for Disruptive Behavior:

Level I - DISRUPTIVE BEHAVIOR

Actions toward students are timely and consistent. Level I disruptive behavior includes unauthorized location, confrontation with another student, cutting class, and failure to comply with class rules.

Examples of minor disruptive behavior include excessive talking, loud noise in the hallway, and distracting students (basically something that disrupts the learning environment but does not involve violence, threat of violence, profanity, or destruction of school property).

CONTINUOUS DISRUPTIVE BEHAVIOR (student disrupts the learning process more than three times in a lesson) temporary removal from the classroom, refer to the counselor, students case

management form completed, parent notified of the behavior.

MAJOR DISRUPTIVE BEHAVIOR (violence, threat of violence, destruction of school property, profanity) immediately refer to an administrator. Send the student with a completed Student Case Management Form. Parent conference scheduled with teacher and the administrator.

PROFESSIONAL DEVELOPMENT ACTIVITIES

Corrective Strategies, Reducing and Eliminating Undesirable Behaviors and Rewarding Desirable Behaviors

An engaging classroom where effective teaching and learning and proactive prevention keep a lot of classroom problems from emerging, however while these approaches help they will not eliminate all problems. It is important that teachers identify the inappropriate behavior that the student is choosing so that the most effective corrective intervention strategy can be used. Attention, power, revenge, avoidance, impulsive, and unmotivated behaviors all need different strategies to effectively deal with the misbehavior.

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

The school ensures the social-emotional needs of all students are being met, by providing the following:

1. Class, group and individual counseling.

2. Response to Intervention Behavior implementation as indicated:

- Tier 1 (these interventions apply equally to all students) – school-wide discipline plan, instruction in proper social skills and conflict resolution, consistent school-wide behavioral expectations
- Tier 2 – communication between parent and teacher, behavioral motivational charts, behavior de-escalation strategies, positive and negative reinforcement as needed
- Tier 3 – referral to school psychologist, discussion with rest of RTI team, support from paraeducator, possibility of finding an alternative placement for the student.

3. Response to Intervention Academic

- Tier 1- all of the students learn together in one classroom. The teacher collects data about the academic achievement of the students and uses strategic interventions that are helpful at the Tier 1 level.
- Tier 2 consists of pulling students out of the classroom for approximately half an hour a day for more intense instruction. Additional data collection and strategic interventions are used.
- Tier 3,- Students who are still not successful are referred which usually consists of even more rigorous instructions. Students receive an additional hour of instruction.

Early Warning Systems

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

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

The school's early warning system includes the following:

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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

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

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

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

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

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

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

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

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

Title I School

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

Effective Leadership

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

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

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

Duties

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

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

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

Student Services Personnel Ms. Vivian Aguirre: provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, the school social worker continues to link child-serving and community agencies to the school and families, in order to support the child's academic, emotional, behavioral, and social success.

Primary Grade Chair: Ms. E. Rodriguez and Intermediate Grade Chair: Ms. M. Roca: Disseminates information to the teachers and ensures that they understand the process. Also the grade level chairs will assist with questions and directions related to implementing the Sip and MTSS/ Rtl process.

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

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

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards

proficiency? (What progress will show a positive response?)

4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)

5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.

6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.

7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Title I, Part A

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

Title I, Part C- Migrant

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

Title I, Part D

Funds received through Title I are used to purchase the Reading Coach and Community Involvement Specialist (CIS).

Title II

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

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

Title III

Banyan Elementary utilizes funds provided by district for education materials and ELL district support services to improve the education of immigrant and English Language Learners. Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and immigrant students by providing funds to implement and/or provide:

- tutorial programs
- parent outreach activities
- coaching and mentoring for ELL and content area teachers
- reading and supplementary instructional materials
- hardware and software for the development of language and literacy skills in reading, mathematics and science, was purchased by the District to be used by ELL and immigrant students at our school

Title VI, Part B– NA

Title X- Homeless

Homeless Liaison provided training for school registrar on the procedures for enrolling homeless students and for the school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements. The District Homeless Student Liaison

continues to participate in community organization meetings and task forces as it relates to homeless children and youth. The school has a school based homeless coordinator trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

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

Nutrition Programs

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

Housing Programs - N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

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

Banyan Elementary will increase parental engagement/involvement by developing our Title I School-Parent Compact for each student; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.

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

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

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

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Cheri A. Davis	Principal
Rhonda Smith	Business/Community
Donna Sakowicz	Business/Community
Mayra Rossello	Teacher
Emily Windsor	Teacher
Margie Rocha	Parent
Cameron Araujo	Student

Duties

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

Evaluation of last year's school improvement plan

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

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

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

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

The school improvement funds will be used to support before and after school intervention programs(\$300) and support the attendance (\$100) and the Accelerated Reader Program (\$1000)

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Davis, Cheri	Principal
Lewis, Donna	Assistant Principal
Aguirre, Vivian	Guidance Counselor
Rossello, Mayra	Instructional Media
Roca, Maria	Teacher, K-12
Rodriguez, Eva	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

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

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

Public and Collaborative Teaching

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

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

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

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

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

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

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

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

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

Instructional Strategies

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

The school uses data to provide and differentiate instruction to meet the diverse needs of students as follows;

- Various student assessment data (Unit assessments or STAR) is use to identify the needs. The students are placed in groups and receive individual instruction, or placed on an appropriate computer based program such as Reading Plus, Reflex Math or iready (math or reading).

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

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

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

Strategy: Extended School Day

Minutes added to school year: 1,000

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

Strategy Rationale

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

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Davis, Cheri, pr0201@dadeschools.net

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

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

Student Transition and Readiness

PreK-12 Transition

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

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

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

Screening data will be collected and aggregated prior to September 30, 2014. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. Social skills instruction will occur daily for 20 minutes using the Skills Streaming Curriculum and will be reinforced throughout the day through the use of a common language, re-teaching, and positive reinforcement of pro-social behavior. The interim assessment test will be re-administered mid-year and at the end of the year in order to determine the need for changes to the instructional/intervention programs.

Additionally, in June 2014, a Pre-Kindergarten transition meeting was held at Banyan Elementary to inform parents and community members.

Registration for Kindergarten takes place during the summer. Open House is scheduled for September 16, 2014 and a Parent Transitional Meeting will take place in May 2014.

College and Career Readiness

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

N/A

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

N/A

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

N/A

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

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Goal 1: The goal for 2014 is to increase student achievement in Reading Language Arts, Mathematics, Science and Social Science by improving Core Instruction across all content areas.
- G2.** To use the Early Warning System to identify at-risk students to provide support and intervention to increase achievement.
- G3.** To prepare students to be college and career ready through STEM and or CTE initiatives and programs.
- G4.** See Title I PIP

Strategic Goals Detail

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

G1. Goal 1: The goal for 2014 is to increase student achievement in Reading Language Arts, Mathematics, Science and Social Science by improving Core Instruction across all content areas. 1a

G050266

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	77.0
AMO Reading - Hispanic	76.0
AMO Reading - ELL	71.0
AMO Reading - SWD	51.0
AMO Reading - ED	74.0
AMO Math - All Students	81.0
AMO Math - Hispanic	81.0
AMO Math - ELL	77.0
AMO Math - SWD	55.0
AMO Math - ED	79.0
FCAT 2.0 Science Proficiency	64.0

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

- Continued improvement in technology resources i.e. ensuring that all Promethean white boards are operational and having more support to trouble shoot applications and software. This will enhance data driven instruction with identification of appropriate resources to improve differentiated instruction.
- Moderate infusion of Close Reading strategies and analytically writing across all content areas.
- Moderate application of inquiry based learning such as research activities and science investigations to refine the application of the Gradual Release of Responsibility Model.
- There is a need to structure and improve communication among faculty to increase vertical and horizontal instructional focus.

Plan to Monitor Progress Toward G1. 8

Student data obtained from Pre and Post Writing Test and the Florida Standard Assessment.

Person Responsible

Cheri Davis

Schedule

Quarterly, from 10/1/2014 to 5/29/2015

Evidence of Completion

Disaggregation of data obtained from Interim Assessment and the Florida standards Assessments.

G2. To use the Early Warning System to identify at-risk students to provide support and intervention to increase achievement. **1a**

G050354

Targets Supported **1b**

Indicator	Annual Target
Attendance Below 90%	3.0
Retained Students	3.0
Students exhibiting two or more EWS indicators (Total)	1.0

Resources Available to Support the Goal **2**

- Administrators, Teachers, Counselor, Common Core Curriculum,

Targeted Barriers to Achieving the Goal **3**

- The 2014 data indicate that 7% of the students missed more than 10% of available instructional time. The goal for 2015 is to decrease the number of students that missed 10% of available instructional time by one percentage point.
- The 2014 data indicate that 14% of the students in grades K-2nd failed Reading. The goal for 2015 is to reduce the number of students that failed Reading in reading by 3 percentage point.
- The 2014 data indicate that 7% of the students received two or more behavior referrals. The goal for 2014 is to reduce the number of students who received tow or more behavior referrals by 1% point.

Plan to Monitor Progress Toward G2. **8**

Data reports that will be collected include the attendance bulletin and Truancy reports.

Person Responsible

Cheri Davis

Schedule

Every 6 Weeks, from 9/22/2014 to 5/29/2015

Evidence of Completion

Attendance bulletin and Truancy reports

G3. To prepare students to be college and career ready through STEM and or CTE initiatives and programs. 1a

G050562

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- District STEM resources, Science Fair Handbook,

Targeted Barriers to Achieving the Goal 3

- The data indicates that 20% of the students participated in STEM related activities. The goal is to increase the participation in STEM activities, including the Science and engineering Fair by 1 percentage point.

Plan to Monitor Progress Toward G3. 8

The data that will be collected are science grades (science reports and assessments), interim assessment and Gizmos.

Person Responsible

Cheri Davis

Schedule

Monthly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Student Science reports, gizmos, teacher documentation and interim assessments.

G4. See Title I PIP 1a

G050563

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

-

Targeted Barriers to Achieving the Goal 3

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Goal 1: The goal for 2014 is to increase student achievement in Reading Language Arts, Mathematics, Science and Social Science by improving Core Instruction across all content areas. **1**

 G050266

G1.B1 Continued improvement in technology resources i.e. ensuring that all Promethean white boards are operational and having more support to trouble shoot applications and software. This will enhance data driven instruction with identification of appropriate resources to improve differentiated instruction. **2**

 B125913

G1.B1.S1 Plan and deliver instruction that is based on standards and or specific course benchmarks. Students will experience a master course content and skills as a result of rigorous purposeful and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weakness to identify clear and accessible future instructional paths. **4**

 S137810

Strategy Rationale

Utilization of the Florida Continuous Improvement Model to improve student achievement.

Action Step 1 **5**

Purchase computer and appropriate technology to enhance instruction, intervention and facilitate teacher training.

Person Responsible

Cheri Davis

Schedule

On 2/2/2015

Evidence of Completion

Agendas, Handouts, Sign-in Sheets

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

Monitoring and supporting the fidelity of the the implementation will take place through informal observations and review of reports (iready, Reading Plus, and Reflex Math).

Person Responsible

Cheri Davis

Schedule

Biweekly, from 10/13/2014 to 5/29/2015

Evidence of Completion

Training agendas, sign-in sheets and student reports (iready, Reflex Math, Reading Plus).

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

To support the effectiveness of the implementation administrator will attend grade level meetings and review students performance data.

Person Responsible

Cheri Davis

Schedule

Biweekly, from 10/13/2014 to 5/29/2015

Evidence of Completion

Training agendas, sign-in sheets and student reports (iready, Reflex Math, Reading Plus).

G1.B2 Moderate infusion of Close Reading strategies and analytically writing across all content areas. 2

B125914

G1.B2.S1 Plan and deliver instruction that is based on standards and or specific course benchmarks. Students will experience a master course content and skills as a result of rigorous purposeful and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weakness to identify clear and accessible future instructional paths. 4

S137812

Strategy Rationale

Utilization of the Florida Continuous Improvement Model to improve student achievement.

Action Step 1 5

Teachers will be trained on close read strategies and analytical writing across all content areas.

Person Responsible

Donna Lewis

Schedule

Monthly, from 10/20/2014 to 5/29/2015

Evidence of Completion

Training agenda, sign-in sheet, and student work samples.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Informal and formal teacher observations and review of student work samples.

Person Responsible

Cheri Davis

Schedule

On 5/29/2015

Evidence of Completion

Student work samples, teacher observations

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Informal and formal teacher observations, review of student's analytical writing samples and teacher data chats.

Person Responsible

Cheri Davis


Schedule

Biweekly, from 10/1/2014 to 5/29/2015

Evidence of Completion

Student analytical writing samples, teacher observations.

G1.B3 Moderate application of inquiry based learning such as research activities and science investigations to refine the application of the Gradual Release of Responsibility Model. 2

 B125915

G1.B3.S1 Plan and deliver instruction that is based on standards and or specific course benchmarks. Students will experience a master course content and skills as a result of rigorous purposeful and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weakness to identify clear and accessible future instructional paths. 4

 S137816

Strategy Rationale

Utilization of the Florida Continuous Improvement Model to improve student achievement.

Action Step 1 5

Leadership Team will convene to create a framework for effective structuring of common planning meetings to increase vertical and horizontal instructional alignment. A monthly focus vertical strategy will be identified to incorporate in everyday lessons.

Person Responsible

Cheri Davis

Schedule

On 10/1/2014

Evidence of Completion

Sign in sheets and meeting agenda

Action Step 2 5

Leadership Team will collaborate to create a professional development plan that facilitates the incorporation of GRRM into everyday lessons through differentiated sessions.

Person Responsible

Mayra Rossello

Schedule

On 10/8/2014

Evidence of Completion

Sign in sheets and meeting agenda, upcoming PD agenda

Action Step 3 5

Professional Development on the GRRM will be facilitated to all faculty differentiated by content areas.

Person Responsible

Cheri Davis

Schedule

On 10/15/2014

Evidence of Completion

Action Step 4 5

During common planning, teachers will collaborate to create a lesson plan using the GRRM.

Person Responsible

Cheri Davis

Schedule

On 10/28/2014

Evidence of Completion

Action Step 5 5

Teachers will deliver the lesson plan created using the GRRM. Administrators will identify teachers successfully using the GRRM and identify those in need of additional support.

Person Responsible

Cheri Davis

Schedule

On 11/12/2014

Evidence of Completion

Administrative walk-through logs

Action Step 6 5

Administrators will provide support to teachers identified in need of additional support by offering the opportunities to participate in instructional rounds and/or visiting model classrooms.

Person Responsible

Cheri Davis

Schedule

On 11/19/2014

Evidence of Completion

Administrative walk-through logs

Action Step 7 5

Administrative team will monitor for effectiveness and integrity by conducting walk-throughs on an ongoing basis.

Person Responsible

Schedule

On 11/26/2014

Evidence of Completion

Sign-in sheets, meeting agendas, Lesson Plans, Administrative walk-through logs

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Administrative team will monitor for effectiveness and integrity by conducting walk-throughs on an ongoing basis.

Person Responsible

Cheri Davis

Schedule

On 11/26/2014

Evidence of Completion

Sign-in sheets, meeting agendas, Lesson Plans, Administrative walk-through logs

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Increase use of the Gradual Release Model.

Person Responsible

Cheri Davis


Schedule

On 11/26/2014


Evidence of Completion

Student work, data chats, quizzes and teacher made assessments

G1.B4 There is a need to structure and improve communication among faculty to increase vertical and horizontal instructional focus. **2**

 B125918

G1.B4.S1 Plan and deliver instruction that is based on standards and or specific course benchmarks. Students will experience a master course content and skills as a result of rigorous purposeful and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weakness to identify clear and accessible future instructional paths. **4**

 S137818

Strategy Rationale

Utilization of the Florida Continuous Improvement Model to improve student achievement.

Action Step 1 **5**

Schedule time for horizontal and vertical planning for grades K-5.

Person Responsible

Cheri Davis

Schedule

Biweekly, from 10/20/2014 to 5/29/2015

Evidence of Completion

Meeting agendas, sign-in sheet

Plan to Monitor Fidelity of Implementation of G1.B4.S1 **6**

Attend schedule horizontal and vertical planning meetings.

Person Responsible

Cheri Davis

Schedule

Monthly, from 10/20/2014 to 5/29/2015

Evidence of Completion

Meeting agendas and sign-in sheet.

G2. To use the Early Warning System to identify at-risk students to provide support and intervention to increase achievement. 1

G050354

G2.B1 The 2014 data indicate that 7% of the students missed more than 10% of available instructional time. The goal for 2015 is to decrease the number of students that missed 10% of available instructional time by one percentage point. 2

B126155

G2.B1.S1 To identify students with patterns of absences and provide early intervention and implement an attendance incentive program to enhance daily attendance. 4

S138211

Strategy Rationale

Research has shown that early identification of poor attendance patterns are vital in reducing truancy.

Action Step 1 5

To identify students with patterns of absences to provide early intervention.

Person Responsible

Donna Lewis

Schedule

Every 6 Weeks, from 9/22/2014 to 5/29/2015

Evidence of Completion

Attendance reports, attendance certificates, daily attendance bulletin

Action Step 2 5

implement an attendance incentive program to enhance the average daily attendance.

Person Responsible

Vivian Aguirre

Schedule

Daily, from 9/22/2014 to 5/29/2015

Evidence of Completion

Attendance certificates, attendance reports

Action Step 3 5

Conduct Truancy CST's for students with 15 or more unexcused absences.

Person Responsible

Donna Lewis

Schedule

Quarterly, from 10/1/2014 to 5/29/2015

Evidence of Completion

Attendance reports, CST documents

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Review daily and monthly attendance reports to monitor class attendance.

Person Responsible

Cheri Davis

Schedule

On 5/29/2015

Evidence of Completion

Meeting agendas, sign-in sheets, attendance reports

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Classes with 100% attendance will be recognized daily and the daily attendance bulletin will be reviewed daily.

Person Responsible

Cheri Davis


Schedule

Daily, from 9/1/2014 to 5/29/2015

Evidence of Completion

Daily attendance bulletin

G2.B2 The 2014 data indicate that 14% of the students in grades K-2nd failed Reading. The goal for 2015 is to reduce the number of students that failed Reading in reading by 3 percentage point. **2**

 B126156

G2.B2.S1 To provide multiple opportunities for students to use reading strategies that help them determine meanings of words and phrases as they are used in a text. **4**

 S138092

Strategy Rationale

Research indicate that using reading strategies enhances reading fluency and comprehension.

Action Step 1 **5**

Leadership Team will convene to create a framework for effective structuring of common planning meetings to increase vertical and horizontal instructional alignment. A monthly focus vertical strategy will be identified to incorporate in everyday lessons.

Person Responsible

Cheri Davis

Schedule

On 10/10/2014

Evidence of Completion

Sign-in sheets and meeting agenda.

Action Step 2 **5**

Leadership Team will collaborate to create a professional development plan that facilitates the incorporation of GRRM in Reading Language Arts Lessons.

Person Responsible

Cheri Davis

Schedule

On 10/8/2014

Evidence of Completion

Sign-in sheets and meeting agenda.

Action Step 3 5

Administrators will monitor for effectiveness and integrity by conducting walk-throughs on an ongoing basis

Person Responsible

Schedule

On 11/26/2014

Evidence of Completion

Lesson plans and administrative walk-through logs.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Administrative team will monitor for effectiveness and integrity by conducting walk-throughs on an ongoing basis

Person Responsible

Cheri Davis

Schedule

On 5/29/2015

Evidence of Completion

Lesson plans, student work samples, data reports

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

The administrative team will meet with grade levels and provide support as needed to enhance effectiveness and implementation.

Person Responsible

Cheri Davis

Schedule

On 5/29/2015

Evidence of Completion

Lesson plans, student work samples, data reports

G2.B3 The 2014 data indicate that 7% of the students received two or more behavior referrals. The goal for 2014 is to reduce the number of students who received two or more behavior referrals by 1% point. 2

B126157

G2.B3.S1 Students who seem to be developing a pattern of non-compliance with school rules will be referred to the counselor for group counseling and early intervention. In addition, programs that encourage and reward positive behavior will be continued such as "student of the Month", and "Do the Right Thing." 4

S138213

Strategy Rationale

Research indicate that reinforcement of appropriate behavior tend to reduce inappropriate behavior.

Action Step 1 5

Conduct monthly student of the Month and Do the Right Thing recognition programs

Person Responsible

Vivian Aguirre

Schedule

On 5/29/2015

Evidence of Completion

Student nomination forms, student award list, parent notification letters.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Monitor teacher's submission of student of the Month nomination forms.

Person Responsible

Vivian Aguirre

Schedule

On 5/29/2015

Evidence of Completion

Monthly nomination forms, certificates, the student of the month bulletin board.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Monitor teacher's submission of student of the Month nomination forms.

Person Responsible

Vivian Aguirre

Schedule

On 5/29/2015

Evidence of Completion

Teacher nomination forms, parent letters, attendance bulletin, truancy reports.


G3. To prepare students to be college and career ready through STEM and or CTE initiatives and programs.

1

 G050562


G3.B1 The data indicates that 20% of the students participated in STEM related activities. The goal is to increase the participation in STEM activities, including the Science and engineering Fair by 1 percentage point.

2

 B126621

G3.B1.S1 Provide students with multiple opportunities to present, refine and evaluate scientific questions and investigate answers through experimentation, research, and information collecting and discussion.

4

 S138569

Strategy Rationale

Student's participation in multiple opportunities will enhance knowledge of Science Process skills and STEM goals to improve competitiveness in technology.

Action Step 1 5

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

Person Responsible

Cheri Davis

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Science projects, lab reports, teacher documentation

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Person Responsible

Cheri Davis

Schedule

On 5/29/2015

Evidence of Completion

Science reports, teacher documentation

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Informal classroom observations during science, data chats and review of student science reports.

Person Responsible

Cheri Davis

Schedule

On 5/29/2015

Evidence of Completion

Student Science reports, teacher documentation and interim assessments.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Purchase computer and appropriate technology to enhance instruction, intervention and facilitate teacher training.	Davis, Cheri	10/1/2014	Agendas, Handouts, Sign-in Sheets	2/2/2015 one-time
G1.B2.S1.A1	Teachers will be trained on close read strategies and analytical writing across all content areas.	Lewis, Donna	10/20/2014	Training agenda, sign-in sheet, and student work samples.	5/29/2015 monthly
G1.B4.S1.A1	Schedule time for horizontal and vertical planning for grades K-5.	Davis, Cheri	10/20/2014	Meeting agendas, sign-in sheet	5/29/2015 biweekly
G1.B3.S1.A1	Leadership Team will convene to create a framework for effective structuring of common planning meetings to increase vertical and horizontal instructional alignment. A monthly focus vertical strategy will be identified to incorporate in everyday lessons.	Davis, Cheri	10/1/2014	Sign in sheets and meeting agenda	10/1/2014 one-time
G2.B2.S1.A1	Leadership Team will convene to create a framework for effective	Davis, Cheri	10/10/2014	Sign-in sheets and meeting agenda.	10/10/2014 one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	structuring of common planning meetings to increase vertical and horizontal instructional alignment. A monthly focus vertical strategy will be identified to incorporate in everyday lessons.				
G2.B1.S1.A1	To identify students with patterns of absences to provide early intervention.	Lewis, Donna	9/22/2014	Attendance reports, attendance certificates, daily attendance bulletin	5/29/2015 every-6-weeks
G2.B3.S1.A1	Conduct monthly student of the Month and Do the Right Thing recognition programs	Aguirre, Vivian	8/18/2014	Student nomination forms, student award list, parent notification letters.	5/29/2015 one-time
G3.B1.S1.A1	Ensure that all students have the opportunity to design, create, and present representations and models of natural or man made phenomena to describe, interpret, and/or predict scientific concepts and processes, as delineated by Common Core Standards.	Davis, Cheri	9/1/2014	Science projects, lab reports, teacher documentation	5/29/2015 monthly
G1.B3.S1.A2	Leadership Team will collaborate to create a professional development plan that facilitates the incorporation of GRRM into everyday lessons through differentiated sessions.	Rossello, Mayra	10/8/2014	Sign in sheets and meeting agenda, upcoming PD agenda	10/8/2014 one-time
G2.B2.S1.A2	Leadership Team will collaborate to create a professional development plan that facilitates the incorporation of GRRM in Reading Language Arts Lessons.	Davis, Cheri	10/8/2014	Sign-in sheets and meeting agenda.	10/8/2014 one-time
G2.B1.S1.A2	implement an attendance incentive program to enhance the average daily attendance.	Aguirre, Vivian	9/22/2014	Attendance certificates, attendance reports	5/29/2015 daily
G1.B3.S1.A3	Professional Development on the GRRM will be facilitated to all faculty differentiated by content areas.	Davis, Cheri	10/15/2014		10/15/2014 one-time
G2.B2.S1.A3	Administrators will monitor for effectiveness and integrity by conducting walk-throughs on an ongoing basis		11/19/2014	Lesson plans and administrative walk-through logs.	11/26/2014 one-time
G2.B1.S1.A3	Conduct Truancy CST's for students with 15 or more unexcused absences.	Lewis, Donna	10/1/2014	Attendance reports, CST documents	5/29/2015 quarterly
G1.B3.S1.A4	During common planning, teachers will collaborate to create a lesson plan using the GRRM.	Davis, Cheri	10/28/2014		10/28/2014 one-time
G1.B3.S1.A5	Teachers will deliver the lesson plan created using the GRRM. Administrators will identify teachers successfully using the GRRM and identify those in need of additional support.	Davis, Cheri	11/12/2014	Administrative walk-through logs	11/12/2014 one-time
G1.B3.S1.A6	Administrators will provide support to teachers identified in need of additional support by offering the opportunities to participate in instructional rounds and/or visiting model classrooms.	Davis, Cheri	11/19/2014	Administrative walk-through logs	11/19/2014 one-time
G1.B3.S1.A7	Administrative team will monitor for effectiveness and integrity by conducting walk-throughs on an ongoing basis.		11/26/2014	Sign-in sheets, meeting agendas, Lesson Plans, Administrative walk-through logs	11/26/2014 one-time
G1.MA1	Student data obtained from Pre and Post Writing Test and the Florida Standard Assessment.	Davis, Cheri	10/1/2014	Disaggregation of data obtained from Interim Assessment and the Florida standards Assessments.	5/29/2015 quarterly

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Banyan Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA1	To support the effectiveness of the implementation administrator will attend grade level meetings and review students performance data.	Davis, Cheri	10/13/2014	Training agendas, sign-in sheets and student reports (iready, Reflex Math, Reading Plus).	5/29/2015 biweekly
G1.B1.S1.MA1	Monitoring and supporting the fidelity of the the implementation will take place through informal observations and review of reports (iready, Reading Plus, and Reflex Math.	Davis, Cheri	10/13/2014	Training agendas, sign-in sheets and student reports (iready, Reflex Math, Reading Plus).	5/29/2015 biweekly
G1.B2.S1.MA1	Informal and formal teacher observations, review of student's analytical writing samples and teacher data chats.	Davis, Cheri	10/1/2014	Student analytical writing samples, teacher observations.	5/29/2015 biweekly
G1.B2.S1.MA1	Informal and formal teacher observations and review of student work samples.	Davis, Cheri	10/1/2014	Student work samples, teacher observations	5/29/2015 one-time
G1.B3.S1.MA1	Increase use of the Gradual Release Model.	Davis, Cheri	11/12/2014	Student work, data chats, quizzes and teacher made assessments	11/26/2014 one-time
G1.B3.S1.MA1	Administrative team will monitor for effectiveness and integrity by conducting walk-throughs on an ongoing basis.	Davis, Cheri	11/19/2014	Sign-in sheets, meeting agendas, Lesson Plans, Administrative walk-through logs	11/26/2014 one-time
G1.B4.S1.MA1	Attend schedule horizontal and vertical planning meetings.	Davis, Cheri	10/20/2014	Meeting agendas and sign-in sheet.	5/29/2015 monthly
G2.MA1	Data reports that will be collected include the attendance bulletin and Truancy reports.	Davis, Cheri	9/22/2014	Attendance bulletin and Truancy reports	5/29/2015 every-6-weeks
G2.B2.S1.MA1	The administrative team will meet with grade levels and provide support as needed to enhance effectiveness and implementation.	Davis, Cheri	10/10/2014	Lesson plans, student work samples, data reports	5/29/2015 one-time
G2.B2.S1.MA1	Administrative team will monitor for effectiveness and integrity by conducting walk-throughs on an ongoing basis	Davis, Cheri	10/1/2014	Lesson plans, student work samples, data reports	5/29/2015 one-time
G2.B1.S1.MA1	Classes with 100% attendance will be recognized daily and the daily attendance bulletin will be reviewed daily.	Davis, Cheri	9/1/2014	Daily attendance bulletin	5/29/2015 daily
G2.B1.S1.MA1	Review daily and monthly attendance reports to monitor class attendance.	Davis, Cheri	9/22/2014	Meeting agendas, sign-in sheets, attendance reports	5/29/2015 one-time
G2.B3.S1.MA1	Monitor teacher's submission of student of the Month nomination forms.	Aguirre, Vivian	8/18/2014	Teacher nomination forms, parent letters, attendance bulletin, truancy reports.	5/29/2015 one-time
G2.B3.S1.MA1	Monitor teacher's submission of student of the Month nomination forms.	Aguirre, Vivian	8/18/2014	Monthly nomination forms, certificates, the student of the month bulletin board.	5/29/2015 one-time
G3.MA1	The data that will be collected are science grades (science reports and assessments), interim assessment and Gizmos.	Davis, Cheri	8/25/2014	Student Science reports, gizmos, teacher documentation and interim assessments.	5/29/2015 monthly
G3.B1.S1.MA1	Informal classroom observations during science, data chats and review of student science reports.	Davis, Cheri	8/25/2014	Student Science reports, teacher documentation and interim assessments.	5/29/2015 one-time
G3.B1.S1.MA1	[no content entered]	Davis, Cheri	8/25/2014	Science reports, teacher documentation	5/29/2015 one-time

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Goal 1: The goal for 2014 is to increase student achievement in Reading Language Arts, Mathematics, Science and Social Science by improving Core Instruction across all content areas.

G1.B1 Continued improvement in technology resources i.e. ensuring that all Promethean white boards are operational and having more support to trouble shoot applications and software. This will enhance data driven instruction with identification of appropriate resources to improve differentiated instruction.

G1.B1.S1 Plan and deliver instruction that is based on standards and or specific course benchmarks. Students will experience a master course content and skills as a result of rigorous purposeful and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weakness to identify clear and accessible future instructional paths.

PD Opportunity 1

Purchase computer and appropriate technology to enhance instruction, intervention an facilitate teacher training.

Facilitator

Ms. Cheri A. Davis, Dr. Donna M. Lewis, Ms Rubio, Ms. Eva Rodriguez, Ms.Stella Summers

Participants

Teachers

Schedule

On 2/2/2015

G1.B2 Moderate infusion of Close Reading strategies and analytically writing across all content areas.

G1.B2.S1 Plan and deliver instruction that is based on standards and or specific course benchmarks. Students will experience a master course content and skills as a result of rigorous purposeful and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weakness to identify clear and accessible future instructional paths.

PD Opportunity 1

Teachers will be trained on close read strategies and analytical writing across all content areas.

Facilitator

Dr. Donna M. Lewis and Ms, Monica Evans

Participants

Teachers

Schedule

Monthly, from 10/20/2014 to 5/29/2015

G1.B3 Moderate application of inquiry based learning such as research activities and science investigations to refine the application of the Gradual Release of Responsibility Model.

G1.B3.S1 Plan and deliver instruction that is based on standards and or specific course benchmarks. Students will experience a master course content and skills as a result of rigorous purposeful and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weakness to identify clear and accessible future instructional paths.

PD Opportunity 1

Leadership Team will collaborate to create a professional development plan that facilitates the incorporation of GRRM into everyday lessons through differentiated sessions.

Facilitator

Ms. Cheri A. Davis

Participants

Teachers and staff

Schedule

On 10/8/2014

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: Goal 1: The goal for 2014 is to increase student achievement in Reading Language Arts, Mathematics, Science and Social Science by improving Core Instruction across all content areas.	15,000
Goal 2: To use the Early Warning System to identify at-risk students to provide support and intervention to increase achievement.	175
Grand Total	15,175

Goal 1: Goal 1: The goal for 2014 is to increase student achievement in Reading Language Arts, Mathematics, Science and Social Science by improving Core Instruction across all content areas.

Description	Source	Total
B1.S1.A1 - Computers	Title I Part A	15,000
Total Goal 1		15,000

Goal 2: To use the Early Warning System to identify at-risk students to provide support and intervention to increase achievement.

Description	Source	Total
B1.S1.A2 - SAC	Other	150
B3.S1.A1 - SAC	Other	25
Total Goal 2		175