
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 0201 - Banyan Elementary School

FeederPattern: Miami Coral Park Senior

Region: Regional Center III

District: 13 - Miami-Dade

Principal: CAROLYN McCALLA

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Banyan Elementary School

Banyan Elementary School is located at 3060 S.W. 85th Avenue, Miami, Florida. The neighborhood surrounding this small school is a suburban community, comprised of private homes, schools, and businesses. The student membership is as follows: 92 percent Hispanic, and eight percent Other, which includes White, Asian, and multi-racial. At Banyan Elementary, during the last survey period, 228 students received free or reduced price meals. There are 366 students in grades Pre-Kindergarten through five, of whom 127 receive Special Education (SPED) services ranging from gifted to emotionally handicapped. Banyan is actively working to implement a curriculum which will advance high achievement while minimizing low performance. As a result, the school has instituted an instructional program that includes a resource Gifted Program, an Academic Excellence Program in grades three and four with an emphasis on mathematics, and Teaching Enrichment Activities to Minorities (TEAM). In addition, an Inclusion Program is offered to Special Education students along with extended reading literacy and mathematics. All students are given the opportunity to participate in a Foreign Language Program. During the school day struggling students participate in tutorials that are focused on individual needs. On weekends a two hour Saturday Academy Program is offered to all students in grades three through five. Banyan Elementary School recognizes that superb instruction and a conducive learning environment are imperative in attaining high academic achievement. To attain this desired goal, professional development is paramount for all staff members. Collaboration with District and Region personnel will ensure that the Professional Development experiences are based on effective research that targets students' individual needs and is current. Additionally many school-site professional trainings will occur this school year.

Given instruction based on the Sunshine State Standards, students in grades three through five will improve by five percent their reading skills on the 2007 administration of the FCAT Reading Test as compared to the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in grades three through five will increase by five percent their mathematics skills on the 2007 administration of the FCAT Mathematics Test as compared to the 2006 administration of the Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 93 percent of the students achieving high standards on the 2007 administration of the FCAT Writing.

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase of 25 percentage points in the percent of students achieving Level 3 and above on the 2007 administration of the FCAT Science Test as compared to the 2006 administration of the FCAT Science Test.

Given the school-wide emphasis on parental and community involvement the school will demonstrate a five percent increase in parental and community interaction as evidenced by comparing the sign-in logs for the 2005-2006 and 2006-2007 school years.

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a ten percent decrease in the number of indoor/outdoor suspensions during the 2006-2007 school year as compared to the 2005-2006 school year.

Given an emphasis on the use of technology in education, Level 1 and 2 students will utilize FCAT Explorer, Compass Learning and Reading Plus programs and will demonstrate a five percent increase in the number of students making Learning gains in reading in the administration of the 2006-2007 FCAT as compared to the 2005-2006 FCAT.

Students will improve their fitness as evidenced by a five percent increase in the number of students passing the FITNESSGRAM when comparing the 2007 and 2006 administration of the FITNESSGRAM.

Given emphasis on the benefits of participating in advance academic programs the number of students referred to the Gifted Program will increase by ten percent during the 2006-2007 school year as compared to the 2005-2006 school year.

Banyan Elementary School will improve its ranking on the State of Florida ROI index publication from 23 percentile in 2005 to the 24 percentile on the next publication of the index.

With 92 percent of the Banyan staff completing the Organizational Performance Improvement Snapshot (OPIS) Survey, the strongest category was Measurement, Analysis and Knowledge Management (#4) with an average score of 4.6 out of 5. One category, Customer and Market Focus (#3) had an average score of 4.5. Three categories, Leadership (#1), Process Management (#6) and Business Results (#7), had an average score of 4.4. The lowest scoring categories, (#2) Strategic Planning and (#5) Human Resources, have an average score of 4.3. However, two areas that can be improved upon are the informing of the organization/staff of how the school is doing financially and asking the organization/staff more for their ideas. These two areas appear to be of greatest concern for the organization/staff and therefore will be addressed immediately. Currently school financial information is shared with all EESAC members of which teachers are well-represented. In the future faculty meetings and grade level meetings will be held on school finances to assure that all stakeholders are more informed. Although administration has monthly meetings with support staff, weekly planning meetings with grade level teachers, and twice monthly faculty meetings, more input will be sought from these groups in planning for the future. These strategies are intended to produce an enriched, supportive environment.

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

Banyan Elementary School

VISION

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.

MISSION

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

CORE VALUES

Excellence

We highlight each student's potential to achieve their highest academic, social and emotional success.

Responsibility

As we stand in loco parentis, we have an obligation to our students to provide the best possible educational services in an environment that is safe, secure and nurturing.

Justice

We will provide an environment based on equity, fairness and merited reward.

Fairness

All stakeholders are treated justly and in a courteous manner to ensure that all points of view are taken into consideration.

Citizenship

We are aware of the diverse cultures of all of our students and so we provide opportunities for them that ensures their educational success.

School Demographics

Banyan Elementary School is located at 3060 S.W. 85th Avenue on four acres in a suburban area of southwest Miami-Dade County. The administration and staff at this school have high expectations for student achievement. We firmly believe that all students can and will achieve for we are about the business of educating children. The school is composed of 29 individual classrooms, a Pod that allows for two open area classrooms, and a cafetorium. All of these classrooms and cafetorium are located in seven open air buildings that are 50 years old. The media center, the newest building, was constructed less than 20 years ago. The school has received a new roof on the open air buildings, interior/ exterior paint, perimeter fencing and security screens. This will provide students and other stakeholders with a secure and attractive academic environment.

The media center studio houses a closed circuit television system that is connected to every cable-ready classroom and office. The school has been retro-fitted to provide Internet and Intranet access to all classrooms and offices. At present the school has 137 computers for instruction and business operation purposes.

Banyan Elementary School employs a total of 54 full-time and 15 part-time staff. There are 12 males and 57 females. Of these totals, two are administrators. The two female administrators are proven leaders with superb organizational skills, knowledgeable in curriculum matters and skilled in establishing an excellent social climate for staff and community members. Both have earned District, State and National Awards in areas of leadership and curriculum. Together the administrators have served a total of seventy-seven years in education. There are 34 classroom teachers, of which eight are Special Education teachers; including two teachers of the gifted, one teacher of the emotionally handicapped, three teachers of students with learning disabilities and one Pre-Kindergarten of varying exceptionalities. One teacher is a media specialist, one is a counselor, seven are teachers of art, music, physical education, and bilingual education, one is a speech/language therapist, and six are paraprofessionals. Also, six are clerical employees, four are custodial service workers, 13 are cafeteria workers; including six housed in a neighboring school, and one is security. Additionally, a micro-computer technician is shared with a neighboring school. Of the teaching staff, 22 have advanced degrees. Banyan's teaching staff demographics may be described as 20 percent Black, 60 percent Hispanic, and 20 percent White (Non-Hispanic). Teacher attendance is in the upper quartile in the district. There are two teachers that are new to the school and of the two, none are new to the district.

Banyan Elementary School serves 366 students from the surrounding neighborhood, including standard curriculum students (65 percent), Special Education (SPED) students including Gifted students (35 percent), Limited English Proficient (LEP) students (43 percent), and economically disadvantaged students (36 percent). Additionally, Banyan Elementary School services five Pre-Kindergarten Special Education students and two role model students. Also, 18 voluntary Pre-Kindergarten students are serviced. The majority of the students enrolled at Banyan Elementary are from the surrounding neighborhood. However, self-contained Special Education students are bused to school. When students complete grade five, they are registered at Rockway Middle, Glades Middle or West Miami Middle Schools. The ethnic/racial make-up of the student population is 92 percent Hispanic and eight percent Other. Student attendance at Banyan Elementary ranked 25th out of 204 elementary schools in the district at the end of the 2005-2006 school year. We aspire to continue to improve upon this attendance rate during 2006-2007. Currently, the teacher-student ratio is 1:18 in the primary grades and 1:24 in the intermediate grades in the Basic Education Program, but is considerably lower when the inclusion teachers, and paraprofessionals are factored-in. The teacher-student ratio in the Special Education Program, excluding the Gifted Program, is 1:10 and considerably lower when the paraprofessional is included. The COMER School Development Program Student Services Team which includes a public health nurse processes all phases of support (i.e. health care, shelter, food, dental care, utilities) that affect the students' social adjustment and academic success. Psych Solutions, a local mental health facility, provides the Emotionally Handicapped students with counseling services in addition to those services addressed by the students' Individual Educational Plans.

Banyan Elementary School staff provides to its Pre-kindergarten through fifth grade students basic educational services based on

standards and procedures set forth in the Sunshine State Standards, Miami-Dade County Public Schools (M-DCPS) Competency-Based Curriculum and the Comprehensive Research Based Reading Plan and Mathematics Plan in traditional classroom settings. It also provides those same services to Special Education students with emotional handicaps and learning disabilities in special classrooms for all or part of the school day based upon individual needs. These standards are also combined with state-endorsed Gifted Student Competencies and M-DCPS Gifted Objectives in a resource center program for students identified as gifted. Moreover, Banyan Elementary is negatively impacted by its small budget for operations, a lack of adequate security personnel, several neighboring private schools that have caused a decline in enrollment and an increase in traffic flow. However, Banyan was the recipient of continuous donations from Target Stores and the Young Mens Christian Association (YMCA). The \$11,000 QZAB Technology grant provides for hardware equipment replacement and enhancement. Over \$2,000 of art sales provide for art education materials and enhancements. Furthermore, \$2,000.00 was provided for a Tutoring Academy for Limited English Proficient (LEP) students and \$2500 was provided for enrichment activities through The Jordan Fundamentals Grant Program.

Banyan Elementary School staff enjoys a collaborative system of leadership that includes representatives from all stakeholders in its primary decision-making group, the Educational Excellence School Advisory Council. Banyan's teachers serve on one of three committees: Academic, Social Climate, or Staff Development/Technology to ensure that all needs of the school are addressed. Committees in the school provide the technical support, professional and personal growth opportunities that stakeholders need in order to make informed decisions. Innovation is encouraged and new ideas are given every opportunity to succeed.

The Organizational Performance Improvement Snapshot Survey indicates opportunities for improvement. These are informing the organization/staff of how the school is doing financially and seeking the ideas of the organization/staff more frequently.

Banyan Elementary School, a Title 1 school, provides an eclectic approach to guarantee quality educational experiences for its students. In facilitating this approach, input from all stakeholders is considered an essential part of program improvement. This on-going communication between the school's leadership team and the stakeholders enables staff to provide educational programs that are tailored to students' needs. In addition, students and families are also provided access to social services and governmental resources, if the need arises. An after-school Academic Excellence Program provides additional support and enrichment to academically talented students in mathematics. The gifted student population's need for a differentiated curriculum is addressed through the school's gifted resource center. All of these activities include student services, parent services, and interactive parent/student services. As a result of collaborative efforts between school and community, Banyan Elementary earned the distinction of being an A+ School and met criteria for Annual Yearly Progress by subgroups under the NO CHILD LEFT BEHIND ACT.

School Foundation

Leadership:

Based on the findings of the Organizational Performance Improvement Snapshot Survey it was felt by staff that the leadership sets clear direction for the school (4.4). Banyan Elementary School staff enjoys a collaborative relationship with its leaders. Staff strongly feels that they know what the organization's mission is and what needs to be accomplished. It is clear that staff feels that its supervisors use the school's values to guide them and shares with them information about the organization. It is evident through this same self-assessment that the leadership provides an eclectic approach that guarantees a positive working environment for staff and quality educational experiences for the stakeholders. The leadership provides support and professional growth opportunities that stakeholders need in order to make informed decisions. This ongoing communication between the leadership and its staff enables us to involve its employees in the day to day operation of the school.

District Strategic Planning Alignment:

It is evident through the results of the survey, (4.4 and 4.5), that staff feels that they are well-informed as to the organization's plans that will affect their work, role and the progress they are making on the plan. However, it is evident that they want their ideas elicited more often.

Stakeholder Engagement:

It is evident through the Organizational Performance Improvement Snapshot Survey, (4.3), that the Banyan Elementary staff is very satisfied with their jobs. This is made clear in their indication of having a caring supervisor and organization and the fact that they are given the freedom to make decisions to solve problems for their customers. Customer satisfaction with staff is extremely high as indicated on this survey and also on the School Climate Survey.

Faculty & Staff:

The snapshot clearly indicates (4.4) that the staff feels the existence of many collaborative teams both large and small account for the successful operation of all aspects of school life. It is through these COMER School Development Teams that planning sessions and professional conversations take place.

Data/Information/Knowledge Management:

The Administrative Team and Leadership Teams have been trained in the use of various software programs such as Edusoft, Progress Monitoring and Reporting Network (PMRN) and Passport that allows access in monitoring the progress of employees. The Organizational Performance Improvement Survey indicates that Measurement, Analysis, and Knowledge Management was the strongest category with an average score of 4.6 out of 5.

Education Design:

Extended Learning Opportunities:

It is evident through the Organizational Performance Improvement Snapshot Survey that the categories of

Leadership (4.4), Process Management (4.4), and Business Results (4.4), were the third highest scoring categories but still can be improved upon. All concentrated efforts through the extended learning opportunities will strengthen these areas.

Performance Results:

It is evident through the Organizational Performance Improvement Snapshot that the category of Business Results (4.4), was a high scoring category especially in the areas of high quality work products, job satisfaction, customer service, high standards and ethics, providing assistance to the community, using time and talents of staff, and obeying laws and following policies. However, two areas that need improvement are the removal of obstacles that hinder progress and providing an awareness of financial matters. Concentrated efforts will be made to address perceived obstacles and provide additional opportunities to share information related to financial matters. This will be done through faculty meetings and the distribution of minutes of the Educational Excellence School Advisory Council(EESAC) to all.

GOAL 1: READING

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 1 STATEMENT:

To improve reading performance annually of all students.

Needs Assessment

An analysis of the data indicates that on the Grade 3 Florida Comprehensive Assessment Test (FCAT) Reading 83 percent of the students scored at or above Level 3. The greatest needs of the students are in Main Idea/Purposes (73%), Words/Phrases (71%), and Comparisons (75%). Sixty-four percent of Grade 4 students scored at or above Level 3. A great need is Main Idea/Purposes (59%). Sixty-seven percent of Grade 5 students scored at or above Level 3, with Words/Phrases (57%) and Reference/Research (67%) being the areas of greatest need.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL 1	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will improve by five percent their reading skills on the 2007 administration of the FCAT Reading Test as compared to the 2006 administration of the FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide in grades three through five an extended daily reading/language arts block wherever the block scheduling permits which will ensure additional learning opportunities for students.	Principal Assistant Principal	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Continue to target students in grades three through five who are not demonstrating adequate academic growth and/or social adjustment and refer them as needed to the Student Services Team for strategies that will enhance academic achievement.	Counselor	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize computer-assisted instruction including FCAT Explorer, Compass Learning, Accelerated Reader, Riverdeep, Reading Plus and any other district recommended software, for enrichment activities for students enrolled in Team and Gifted Education in grades three through five.	Principal Assistant Principal	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide workshops/trainings for staff and parents of students in grades three through five on the preparation for FCAT Testing as specified in Banyan Elementary Reading Action Plan to ensure students' progress in reading.	Principal Assistant Principal Reading Coach	8/14/2006	5/25/2007	District Strategic Plan	\$0.00
Implement the Plan-Do-Study-Act(PDSA) Instructional Cycle as the school-wide improvement model, during school hours and Saturday Academy, by grades three through five teachers and administrators to support improved student achievement in reading.	Principal Assistant Principal Reading Coach	8/14/2006	5/30/2007	Continuous Improvement Model	\$5697.28
Provide to grades three through five students with special emphasis on Students With	Principal Assistant Principal	10/23/2006	5/11/2007	District Strategic Plan	\$4037.15

<p>Disabilities and LEP Students, the District's Interim Assessments in Reading, before, during and after-school tutorials and enrichment activities during and after school to ensure that the school meets adequate progress.</p>					
<p>Use assessment instruments such as DIBELS and CELLA as informational vehicles in grades Kindergarten through five to enhance reading performance.</p>	<p>Principal Assistant Principal Reading Coach</p>	<p>8/21/2006</p>	<p>5/14/2007</p>	<p>District Strategic Plan</p>	<p>\$0.00</p>

Research-Based Programs

Banyan Elementary implements the following research-based programs: Houghton-Mifflin Reading Program, Compass Learning Program, Junior Great Books and Reading Plus.

Professional Development

Professional Development will be provided on average once per quarter through grade level meetings and/or staff meetings. Teachers will attend:

Houghton-Mifflin Training in Reading (See PDP's)

DIBELS Training

Compass Learning Training

Comprehensive English Language Learning Assessment (CELLA)

Providing this training for teachers will prepare them for effectively working with students in reading. This research is based on the neuroscience research of National Academy of Sciences member, Dr. Michael Merzenich (2001). He states, "This program provides effective assessments and interventions and is aligned directly with the goals of NO CHILD LEFT BEHIND (NCLB) that can help schools close the achievement gap."

Evaluation

Review the FCAT Reading Test 2007 results.

Review results of district's interim assessments.

In compliance with the Plan-Do-Study-Act (PDSA) Model, the monitoring of the above- mentioned strategies is as follows:

Review formative assessment benchmarks results to ensure maintenance teaching occurs.

Review results of quarterly assessments.

Review findings of DIBELS and Houghton-Mifflin reading assessments to ensure continuous progress in reading.

Monitor the number of targeted students passing the benchmarks.

Maintain a Student Services Log of referred students.

Monitor targeted students utilizing computer-assisted program through computer logs. Analyze the data generated to adjust classroom instruction.

GOAL 2: MATHEMATICS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 2 STATEMENT:

To improve the mathematics performance of all students.

Needs Assessment

An analysis of the data indicates that on the Grade 3 Florida Comprehensive Assessment Test (FCAT) Mathematics 81 percent of the students scored at or above Level 3. The greatest need of the students is Geometry/Spatial Sense (57%). Seventy-one percent of Grade 4 students scored at or above Level 3. The greatest needs are Algebraic Thinking (57%), Number Sense (64%) and Measurement (63%). Fifty-nine percent of Grade 5 students scored at or above Level 3. The greatest needs are Number Sense (46%), Measurement (55%), Geometry/Spatial Sense (54%), Algebraic Thinking (55%) and Data Analysis (58%).

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will increase by five percent their mathematics skills on the 2007 administration of the FCAT Mathematics Test as compared to the 2006 administration of the Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the Plan-Do-Study Act (PDSA) Instructional Cycle as the school-wide improvement model, to support improved student achievement in mathematics.	Principal Assistant Principal	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide in grades three through five an extended daily mathematics block wherever the block scheduling permits which will ensure additional learning opportunities for students.	Principal Assistant Principal	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Continue to target students in grades three through five who are not demonstrating adequate academic growth and/or social adjustment and refer them as needed to the Student Services Team for strategies that will enhance academic achievement.	Counselor	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize computer-assisted instruction including FCAT Explorer, Compass Learning, Scott Foresman Technology Component, Riverdeep, and any other district recommended software, for enrichment activities for students enrolled in Team and Gifted Education in grades three through five.	Principal Assistant Principal Media Specialist	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide workshops/training and informational meetings for staff and parents of students in grades three through five on the preparation for FCAT Testing as specified in Banyan Elementary Mathematics Action Plan to ensure students' progress in mathematics.	Principal Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide to grades three through five students, with special emphasis on Students With Disabilities and LEP Students, before, during and after-school tutorials and enrichment activities during and after school to ensure that the school meets adequate yearly	Principal Assistant Principal	9/9/2006	5/11/2007	Continuous Improvement Model	\$3964.83

progress.					
Use the District's Interim Assessments in Mathematics as an informational vehicle in grades three through five to improve students' proficiency levels.	Principal Assistant Principal	10/23/2006	5/11/2007	District Strategic Plan	\$0.00

Research-Based Programs

Banyan Elementary implements the following research-based programs: Scott Foresman Mathematics Program, Compass Learning Program, and Brainchild.

Professional Development

Informational trainings will be provided through grade level meetings and/or staff meetings. We will offer the following courses/trainings:

Scott Foresman Technology Training in Mathematics

Scott Foresman Mathematics Training with FCAT materials

Compass Learning Workshop /Training

Riverdeep Inservice /Training

According to the Council of Teachers of Mathematics magazine, ten ways are suggested to strengthen a school's Mathematics program, one of which is Staff Development. According to Dr. Delia R. Duffey (June, 2004), the programs used for Mathematics should include (1) a student information system to store and manage data connected to students, (2) an instructional management system to assist teachers, (3) a student assessment program and (4) a data management/data analysis tool for teachers and administrators. All of the inservices that will be offered to teachers during the 2006-2007 school year on the available programs in the school will include these four components.

Evaluation

Review the FCAT Mathematics Test 2007 results.

In compliance with the Plan-Do-Study-Act (PDSA) Model monitoring of the above-mentioned strategies is as follows:

Review formative assessment benchmarks results of school site monthly tests to ensure maintenance teaching occurs.

Review results of district's interim assessments to ensure continued progress in mathematics.

Monitor the number of students passing the benchmarks.

Maintain a Students Services Log of referred students.

Monitor the number of targeted students utilizing computer-assisted programs through computer reports.

GOAL 3: WRITING

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 3 STATEMENT:

To improve writing performance of all students.

Needs Assessment

An analysis of the data from the 2006 Florida Comprehensive Assessment Test (FCAT) Writing indicates that the majority of the students at Banyan Elementary are scoring at or above grade level. Specific data indicates that 98 percent of the students have met high standards. However, 92 percent of the students scored 4.0 or higher. The only ethnic subgroup was Hispanic and 94 percent of them improved their performance in writing by at least one percent. Within this same ethnic subgroup 94 percent of the Economically Disadvantaged improved their performance by at least one percent. Expository Writing was the strength in grade four. Narrative Writing was two tenths less than the expository score on a six-point rubric; therefore, it was deemed the weakest area. Two percent of the students in grade four did not meet high standards in writing. Participation rate was 99 percent for this grade. Concentrated efforts will be made to improve all students' writing achievement.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 93 percent of the students achieving high standards on the 2007 administration of the FCAT Writing.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the Plan-Do-Study-Act (PDSA) Instructional Cycle as the school-wide improvement model, to examine the disaggregated test data and use the findings to develop and implement an instructional plan that incorporates formative assessments and maintenance teaching of the components in narrative and expository writing.	Principal Assistant Principal	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide to grade four students monthly assessments, before-school tutorials, and enrichment activities to ensure that the school meets adequate progress.	Principal Assistant Principal	8/14/2006	5/30/2007	Continuous Improvement Model	\$1304.24
Use the School Monthly Writing Prompts as informational vehicles for students in grade four to improve their proficiency level.	Reading Coach	9/18/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide tutorial services before school for LEP students and Students With Disabilities (SWD) in grade four.	Principal Assistant Principal	9/25/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide daily opportunities for practice in the writing process of pre-writing, drafting, revising, and editing by grade four students in order to acquire the skills needed in expository and narrative writing prompts.	Principal Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide grade four students with the opportunity to access District Web sites and computer writing software, at home and at school, to improve writing skills.	Principal Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide workshops/trainings for staff and parents of students in grade four on the preparation for FCAT Test as specified in Banyan Elementary Writing Action Plan to ensure students' progress in writing.	Principal Assistant Principal	10/9/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Banyan Elementary implements the following research-based programs: Compass Learning Program, Houghton-Mifflin Reading Program, Scott Foresman Reading Program (Supplementary Program).

Professional Development

Professional Training meetings will be provided on average of once per semester through grade level meetings and/or staff meetings. We will offer the following courses:

School-site Training on Narrative Writing

School-site Training on Expository Writing

Writing Across the Curriculum: Step Up To Writing.

Vacca and Vacca in their book, *Why Teach Writing In The Subject Areas?* (p.283), suggest that training teachers in the writing process will facilitate learning by helping students to explore, clarify and think deeply about the ideas and concepts they encounter in reading. Students must learn from their teachers that writing is thought-provoking and thought-enhancing.

Evaluation

Review the FCAT Writing Test 2007 results.

In compliance with the Plan-Do-Study-Act (PDSA) Model, monitoring of the above-mentioned strategies is as follows:

Review formative assessment benchmarks results to ensure maintenance teaching occurs.

Review results of district's assessment in writing.

Review findings of the school's monthly writing assessments to ensure continuous progress in writing.

Keep records by utilizing attendance logs for review.

Monitor the number of students passing the benchmarks.

Monitor the number of students utilizing computer programs related to writing through a survey.

GOAL 4: SCIENCE

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 4 STATEMENT:

To increase student achievement for all subgroups in science.

Needs Assessment

A detailed cluster analysis of the data from the 2006 Florida Comprehensive Assessment Test (FCAT) Science indicates that thirty (30) percent of Grade 5 students scored at or above Level 3 in science. This indicates that Grade 5 students must improve the content area results of the 2006 FCAT Science Test which are Life/Environmental (46%), Scientific Thinking (50%), Physical/Chemical (58%), and Earth and Space (50%). Concentrated efforts will be made to improve all students' science achievement.

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase of 25 percentage points in the percent of students achieving Level 3 and above on the 2007 administration of the FCAT Science Test as compared to the 2006 administration of the FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the Plan-Do-Study-Act (PDSA) Instructional Cycle as the school-wide improvement model, to improve student achievement in science.	Principal Assistant Principal	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide to grade five students classroom enrichment activities and tutorials to ensure that the school meets adequate progress.	Principal Assistant Principal	8/14/2006	5/30/2007	Continuous Improvement Model	\$3420.52
Use assessment instruments such as monthly tests as informational vehicles for students in grade five science to improve students' proficiency levels.	Principal Assistant Principal	9/18/2006	5/21/2007	Continuous Improvement Model	\$0.00
Provide in grades three through five an extended daily science block wherever the block scheduling permits, to ensure that classroom teachers provide additional learning opportunities for students.	Principal Assistant Principal	8/14/2006	5/30/2007	Continuous Improvement Model	\$9900.00
Continue to target students in grades three through five who are not demonstrating adequate academic growth and/or social adjustment and refer them as needed to the Student Services Team for strategies that will enhance academic achievement.	Principal Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize computer-assisted instruction including the website for "Harcourt School" Learning site, and any other District recommended software, to provide enrichment activities to students enrolled in Team and Gifted Education in grades three through five.	Principal Assistant Principal	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Address weekly the specific strands of science dealing with Life/Environmental and Physical/Chemical to increase acquisition of specific information by grade five students.	Principal Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Banyan Elementary implements the following research-based program: Harcourt Brace Science Program, "Harcourt School" Learning Website.

Professional Development

Professional Training will be provided once per semester through grade level meetings and/or staff meetings. We will offer the following trainings:

Preparation for a Science Fair Project

Hands on Science Activities Training

Science professor Lynne Bleeker, in her article entitled *Successful Science Fair Projects* (2004), recommends that teachers need to be trained in the preparation of science fair projects. If that training occurs then their students will have a superb understanding of scientific thinking and the scientific process.

Evaluation

Review the FCAT Science Test 2007 results.

In compliance with the Plan-Do-Study-Act (PDSA) Model, monitoring of the above-mentioned strategies is as follows:

Review formative assessment benchmarks results to ensure maintenance teaching occurs.

Review findings of the school's monthly science FCAT and basal assessments to ensure continuous progress in science.

Monitor the number of students passing the benchmarks.

Maintain a Student Services Log of referred targeted students.

Monitor the number of targeted students utilizing computer programs related to science through a survey.

Science Fair projects will illustrate understanding of scientific method.

GOAL 5: PARENTAL INVOLVEMENT

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 5 STATEMENT:

To increase parent participation in workshops/in-services and school-wide events and activities.

Needs Assessment

An analysis of the data from the 2005-2006 parent logs indicates that a large number of parents attended school-wide events and activities. Specific data indicates that there was a five percent increase of parents attending or participating in school-wide events or activities as compared to the 2004-2005 school year. Although many parents participated in school-wide events and activities, the participation rate for workshops/in-services was significantly low. Concentrated efforts will be made to improve parental involvement.

Measurable Objective

Given the school-wide emphasis on parental and community involvement the school will demonstrate a five percent increase in parental and community interaction as evidenced by comparing the sign-in logs for the 2005-2006 and 2006-2007 school years.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement school-wide parent involvement activities to ensure increased parent participation in events/activities and workshops.	Principal Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide trainings/workshops during monthly for parents of students in grades three through five regarding volunteers, retentions, and Title 1 Orientation, etc., to ensure parental support.	Principal Assistant Principal	8/21/2006	5/30/2007	District Strategic Plan	\$0.00
Institute inservices for parents of students in grades three through five regarding reading and writing strategies for FCAT preparation during October and November, 2006, to enable the achievement of adequate school progress.	Principal Assistant Principal Reading Coach Community Involvement Specialist	10/11/2006	11/30/2006	District Strategic Plan	\$0.00
Offer parents of students in grades three through five the opportunity to participate in workshops regarding mathematics and science strands during October and November, 2006, for progress attainment in these areas.	Principal Assistant Principal	10/11/2006	11/30/2006	District Strategic Plan	\$0.00
Offer family-oriented activities to bring parents of students in grades Pre K through five into the school during and after school hours to increase parent involvement.	Principal Assistant Principal Parent Teacher Association Board (PTA)	9/11/2006	5/30/2007	District Strategic Plan	\$0.00
Continue to notify parents of students in grades Pre K through five, monthly, of upcoming events through newsletters, calendars, and bulletins in English and Spanish.	Principal Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Expand resources in the Parent Resource Center to facilitate information that will be of interest to parents.	Principal Assistant Principal Counselor Community Involvement Specialist	8/14/2006	5/30/2007	Community Partnerships	\$10221.00

Research-Based Programs

Banyan Elementary implements the following research-based program: COMER School Development Program/Yale University.

Professional Development

Professional Trainings will be provided monthly (e.g., September, 2006 - April, 2007) via parent meetings. We will offer the following courses:

FCAT Writing

FCAT Science

FCAT Reading

FCAT Mathematics

The following classes are for Bilingual parents:

M-DCPS - Programs and Resources

Opportunities in Adult Education

Homework and Study Tips

FCAT - the Key to Success...

Evaluation

Monitoring of the above-mentioned strategies is as follows:

Examine disaggregated data from sign-in logs to ensure that adequate progress is achieved.

Examine data from parent survey.

Examine volunteer applications.

GOAL 6: DISCIPLINE & SAFETY

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 6 STATEMENT:

To improve the discipline and safety of all students.

Needs Assessment

An analysis of the data from Student Case Management System Executive Summary Report indicates a small number of referrals to the administration. Of all subgroups, the Students With Disabilities (SWD) are the majority of the discipline referrals. The data indicates that students with emotionally handicapped issues account for 95 percent of the discipline referral Student Case Management (SCMs). Six of these referrals resulted in five indoor and one outdoor suspensions.

Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a ten percent decrease in the number of indoor/outdoor suspensions during the 2006-2007 school year as compared to the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide a Security Plan involving instructional, support, and administrative staff to ensure the safety of all students while on the school campus.	Principal Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize incentives to promote good behavior and manners.	Principal Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Continue the partnership with the Miami-Dade County Police Department in implementing the D.A.R.E. Program with grade five students.	Principal Assistant Principal	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Develop and implement individual classroom attendance incentive plans.	Principal Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Develop and implement a progressive school-site Discipline Plan involving instructional staff and parents that will result in decreasing the need for outdoor suspensions except for extremely serious violations of the Code of Student Conduct.	Principal Assistant Principal	10/23/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Teachers directly assigned to potentially violent students will receive professional development in:
 Safe Crisis Management Training
 Functional Assessment of Behavior

Evaluation

Monitor staff involved in the implementation of the Security Plan to ensure student safety.

Monitor the number of students receiving awards for good behavior and manners.

Review findings of the D.A.R.E. Officer's report to ensure continuous progress in drug awareness and safety.

Review daily attendance results to ensure attainment of an attendance percentage of 97 or higher.

Review the Student Case Management System Executive Summary Report to ensure that a decrease in the number of indoor/outdoor suspensions occurs.

GOAL 7: TECHNOLOGY

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 7 STATEMENT:

Increase the utilization of technology to improve student achievement in Reading.

Needs Assessment

An analysis of the data in the School Accountability Report 2006 indicates that in the 2005-2006 school year, 34 percent of the struggling students did not make learning gains in reading.

Measurable Objective

Given an emphasis on the use of technology in education, Level 1 and 2 students will utilize FCAT Explorer, Compass Learning and Reading Plus programs and will demonstrate a five percent increase in the number of students making Learning gains in reading in the administration of the 2006-2007 FCAT as compared to the 2005-2006 FCAT.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Develop schedule for Level 1 and 2 students in grades three through five in computer lab from August through May for instruction to enhance achievement in reading.	Principal Assistant Principal	8/21/2006	5/30/2007	District Strategic Plan	\$0.00
Provide access for Level 1 and 2 students and Students With Disabilities to Reading Plus in the computer lab two to three times a week for a half hour to 45 minutes.	Title I Paraprofessional Media Specialist	8/21/2006	5/30/2007	Continuous Improvement Model	\$32503.00
Provide diagnostic/prescriptive tests in Compass Learning Program to assure proper placement in assigned activities as coordinated with classroom teachers.	Media Specialist	10/23/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide schoolwide access and assistance in computer lab and Media Center to Accelerated Reader Program as coordinated with classroom teacher.	Media Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide access to Waterford Program to insure reading achievement for LEP students.	Principal Assistant Principal	10/9/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

Compass Learning Program.

Reading Plus Program

Professional Development

Workshops will be provided in the following areas:

Edusoft

Compass Learning

Reading Plus

Evaluation

Monitor the attendance of Level 1 and 2 students and Students With Disabilities attending the computer lab in order to maximize their achievement in reading.

Monitor student progress in Reading Plus utilizing Reading Plus reports.

Review the results of the diagnostic/prescriptive test in the Compass Learning Program to assure progress in reading comprehension.

Review the Star Test results of the Accelerated Reader Program and consult with classroom teachers to promote the maximum progress in the number of books read.

Review the Waterford reports to ensure progress is occurring.

GOAL 8: HEALTH & PHYSICAL FITNESS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 8 STATEMENT:

To enhance overall student health and fitness.

Needs Assessment

Based on the results of the 2005-2006 Physical Fitness Testing (FITNESSGRAM), 49 percent of all fourth and fifth graders have passing scores. Analysis of this data indicates that fourth and fifth graders need to improve their physical fitness.

Measurable Objective

Students will improve their fitness as evidenced by a five percent increase in the number of students passing the FITNESSGRAM when comparing the 2007 and 2006 administration of the FITNESSGRAM.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Develop a pre-test and post-test that will provide valid measures of school/student improvement in physical fitness.	Principal Assistant Principal Physical Education Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Ensure that an appropriate amount of time is dedicated to fitness-related activities on a daily basis.	Principal Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Ensure that the physical education chairperson develops an action plan for physical fitness.	Principal Assistant Principal	10/23/2006	5/30/2007	District Strategic Plan	\$0.00
Develop student awareness of the importance of good nutrition in order to achieve optimum physical education performance.	Cafeteria Manager Counselor	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Monitor the physical education program to ensure that the teacher selects activities specifically related to assessment component items.	Principal Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

FITNESSGRAM

Professional Development

Physical Education teacher will attend the District's physical education professional development courses.

Evaluation

Monitor the Physical Fitness Program to insure a five percent increase in the number of students receiving the District Fitness Awards.

GOAL 9: ELECTIVES & SPECIAL AREAS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 9 STATEMENT:

To increase the number of gifted referrals.

Needs Assessment

An analysis of school-site gifted referral logs from the 2005-2006 school year indicates 28 students were referred to the Gifted Program in grades kindergarten through two.

Measurable Objective

Given emphasis on the benefits of participating in advance academic programs the number of students referred to the Gifted Program will increase by ten percent during the 2006-2007 school year as compared to the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Target students in grades kindergarten through second who demonstrate strengths in reading or mathematics.	Principal Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Conduct observations in kindergarten through second grade classrooms to identify possible gifted students.	Principal Assistant Principal Reading Coach	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize the DIBELS test to help in the identification of possible gifted students.	Principal Assistant Principal Reading Coach	9/25/2006	5/14/2007	District Strategic Plan	\$0.00
Utilize scores on the STAR test in the Accelerated Reader Program as well as the number of tests passed in locating possible students to test for the gifted program.	Principal Assistant Principal Counselor Media Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Use the Houghton Mifflin Reading Test as informational vehicles for classroom teachers to recommend advanced readers.	Reading Coach	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

District scheduled gifted professional development courses.

Evaluation

Utilize data in mathematics and reading provided by classroom teachers to identify possible gifted students.

Utilize observations in classroom to locate possible gifted students.

Analyze results from Metropolitan Seven and norm-referenced tests, and DIBELS tests.

Utilize STAR Test results and refer students reading at high levels in Accelerated Reading Program.

Ensure that classroom teachers refer students that have scored extremely well on reading series tests.

Monitor the number of students referred for testing on the gifted referral logs.

GOAL 10: RETURN ON INVESTMENT

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 10 STATEMENT:

Banyan Elementary School will rank at or above the 90th percentile statewide in the ROI index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2004-2005, Banyan Elementary School ranked at the 23 percentile on the State of Florida ROI index.

Measurable Objective

Banyan Elementary School will improve its ranking on the State of Florida ROI index publication from 23 percentile in 2005 to the 24 percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Become more informed about the use of financial resources in relation to school programs.	Principal Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Collaborate with the district on resource allocation.	Principal Assistant Principal	7/3/2006	5/30/2007	District Strategic Plan	\$0.00
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal Assistant Principal	8/14/2006	6/29/2007	District Strategic Plan	\$0.00
Consider shared use of facilities, partnering with community agencies.	Principal Assistant Principal	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Analyze student data to target specific areas for improvement and make purchases that will assist in achieving success.	Principal Assistant Principal	7/3/2006	6/29/2007	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

On the next State of Florida ROI index publication, Banyan Elementary School will show progress toward reaching the 90 percentile.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i></p>

Budget:

Upon review of the School Improvement Plan, members of the EESAC distributed funding allocations in support of technology.

Training:

EESAC recommended that the majority of professional development focus on reading, mathematics and science.

Instructional Materials:

EESAC has recommended expenditures for technology, reading and science.

Technology:

EESAC reviewed the current technology status and recommended adding audiovisual equipment and books.

Staffing:

EESAC discussed the staffing needs of the school. The administrative staff considered the recommendations that were made.

Student Support Services:

Individual members of EESAC assisted with the identification and referral of students to the Student Services Team/Child Study Team.

Other Matters of Resource Allocation:

EESAC provided incentives for student attendance and academic achievement.

Benchmarking:

EESAC recommended that the administration and ESSAC members monitor the implementation of the plan on a quarterly basis to maximize resources.

School Safety & Discipline:

EESAC recommended that the staff use a checklist for progressive discipline procedures.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$9,734.43
Goal 2: Mathematics	\$3,964.83
Goal 3: Writing	\$1,304.24
Goal 4: Science	\$13,320.52
Goal 5: Parental Involvement	\$10,221.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$32,503.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
Total:	\$71,048.02

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

Region Superintendent