
SCHOOL IMPROVEMENT PLAN

2005-2006



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: 90 percent Hispanic, and ten percent Other, which includes White, Asian, and multi-racial. At Banyan Elementary, during the last survey period, 219 students received free or reduced price meals. There are 350 students in grades Pre-Kindergarten through five, of whom 126 receive Exceptional Student Education (ESE) 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, four, and five with an emphasis on mathematics and hands-on science activities and Teaching Enrichment Activities to Minorities (TEAM). In addition, an Inclusion Program is offered to Exceptional 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 the weekend 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 increase by five percent their reading skills on the 2006 administration of the FCAT Reading Test as compared to the 2005 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Students With Disabilities (SWD) in grades three through five will improve their reading skills as evidenced by 44 percent scoring at a level three or higher on 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 2006 administration of the FCAT Mathematics Test as compared to the 2005 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 92 percent of the students achieving high standards on the 2006 administration of the FCAT Writing.

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase in the mean scale score to 314 as documented by the 2006 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 2004-2005 and 2005-2006 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 2005-2006 school year as compared to the 2004-2005 school year.

Given an emphasis on the use of technology in education, Level 1 and 2 students will utilize FCAT Explorer, Compass Learning and Fast ForWord programs and will demonstrate a five percent increase in the number of students making AYP in reading in the administration of the 2005-2006 FCAT as compared to the 2004-2005 FCAT.

Students will improve their fitness as evidenced by a five percent increase in the number of students passing the FITNESSGRAM when comparing the 2006 and 2005 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 2005-2006 school year as compared to the 2004-2005 school year.

Banyan Elementary School will improve its ranking on the State of Florida ROI index publication from 50th percentile in 2003 to the 55th percentile on the next publication of the index.

With 91 percent of the Banyan staff completing the Organizational Performance Improvement Survey, the strongest category was Measurement, Analysis and Knowledge Management (#4) with an average score of 4.5 out of 5. Two categories Leadership (#1) and Customer and Market Focus (#3) had an average score of 4.4. Three categories Human Resource Focus (#5), Process Management (#6) and Business Results (#7) all had an average score of 4.3. The lowest scoring category (#2) Strategic Planning has an average score of 4.2. 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 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 are located in seven open air buildings that are 49 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 126 computers for instruction and business operation purposes.

Banyan Elementary School employs a total of 53 full-time and nine part-time staff. There are 15 males and 52 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-six years in education. There are 36 classroom teachers, of which ten are Exceptional Student Education teachers; including three teachers of the gifted, three teachers of the emotionally handicapped, and four teachers of students with learning disabilities. 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 five are paraprofessionals. Additionally, seven are clerical employees, four are custodial service workers, 13 are cafeteria workers; including five housed in a neighboring school, one is security and one is a micro-computer technician. Of the teaching staff, 22 have advanced degrees. Banyan's teaching staff demographics may be described as 20 percent Black, 58 percent Hispanic, and 22 percent White (Non-Hispanic). Teacher attendance is in the upper quartile in the district. There are four teachers that are new to the school and of the four, two are new to the district.

Banyan Elementary School serves 350 students from the surrounding neighborhood, including standard curriculum students (61 percent), Exceptional Student Education (ESE) including Gifted students (36 percent), English as a Second Language (ESOL) students (28 percent), and economically disadvantaged students (63 percent). Additionally, Banyan Elementary School services four Pre-Kindergarten Exceptional Education students and two role model students. The majority of the students enrolled at Banyan Elementary are from the surrounding neighborhood. However, self-contained Exceptional 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 90 percent Hispanic and ten percent Other. Student attendance at Banyan Elementary ranked 25th out of 203 elementary schools in the district at the end of the 2004-2005 school year. We aspire to continue to improve upon this attendance rate during 2005-2006. Currently, the teacher-student ratio is 1:22 in the primary grades and 1:26 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 Exceptional Education Program, excluding the Gifted Program, is 1:9 and considerably lower when the paraprofessionals are included. The COMER School Development Program's Student Services Team processes all phases of support (i.e. health care, shelter, food, dental care, utilities) that affect the students' growth 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 Exceptional Student 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, several neighboring private schools that have caused a decline in enrollment and a lack of adequate security personnel. However, Banyan was the recipient of an ESOL grant and a technology grant. The \$25,000 ESOL grant provides hardware and reading software. The \$8,000 QZAB IV grant provides for hardware equipment replacement.

Banyan Elementary School staff enjoys a collaborative system of leadership that includes representatives from all stakeholders on 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 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, one of the newest Title 1 schools in the District, 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 the areas of mathematics, science and critical thinking. 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 with a Provisional status in Annual Yearly Progress under the NO CHILD LEFT BEHIND ACT.

School Foundation

Leadership:

Based on the findings of the Organizational Performance Improvement Snapshot it was felt by staff that the leadership sets clear direction for the school. 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 schools 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 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 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 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 survey clearly indicates 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.

Teacher Mentoring

Banyan Elementary's Teacher Mentoring Program ascribes to the policies and procedures set forth in the District's PACES Manual. At the onset of the school year, new/annual contract teachers receive a Professional Growth Team (PGT). This Professional Growth Team consists of one experienced teacher selected by the new/annual contract teacher and one experienced teacher selected by the Principal. The third experienced teacher is selected by mutual agreement. The Professional Growth Team serves to mentor and support the new/annual contract teacher through collaboration, observation and consultation. This Professional Growth Team provides expertise by modeling as it relates to instruction, grading, discipline, planning and other miscellaneous activities that could make the new/annual contract teacher successful.

At Banyan Elementary School, extremely strong teachers are selected to serve as Grade Level Chairs. These Chairs serve as leaders in the collaborative weekly planning time as provided through block scheduling. During this planning time, they mentor new teachers by modeling best practices in lesson planning for the core curriculum areas,

and classroom management. These Chairs also act as “buddies” to teachers that are new to the school by providing daily support regarding policies and procedures of the school. In addition, the administrative team and district provides inservice opportunities for new teachers as well as established teachers.

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 Knowledge Management was the strongest category with an average score of 4.5 out of 5.

Education Design:

Extended Learning Opportunities:

Banyan Elementary School provides various extended learning opportunity models to meet the needs of our students.

Saturday Academy is provided for students in grades three, four and five. From 9:00 AM to 11:00 AM each Saturday, students are taught reading and mathematics by highly-qualified teachers. Academic Excellence classes are provided in mathematics and science for one hour twice weekly after-school in grades three, four and five by two certified teachers. Before school tutoring is offered by individual, dedicated certified teachers in mathematics and reading to students in grades three, four and five. These teachers volunteer their time. During school tutoring takes place in grades three, four and five by certified volunteer teachers who give up their planning time. Banyan Elementary offers an Extended School Year (ESY) to Exceptional Student Education (ESE) students who demonstrate a need for continuous education during the summer. Reading/Language Arts is extended beyond the two blocks and mathematics is extended beyond the one hour block wherever time permits at each grade level. It is evident through the Organizational Performance Improvement Snapshot that the categories of Human Resource Focus (#5), Process Management (#6) and Business Results (#7) were the third highest scoring categories but still can be improved upon. All concentrated efforts through the extended learning opportunities will strengthen these areas.

School-wide Improvement Model:

The Plan-Do-Study-Act (PDSA) utilized at Banyan Elementary School is Yale University’s Child Study Center, COMER School Development Program. This program is being implemented school wide as Banyan Elementary School’s structure.

Morale, discipline, diversity and cleanliness are major issues challenging many schools. Student academic performance is tied to these areas of school climate. As the learning process is not solely cognitive, the School Development Program distinguishes six developmental pathways which must be supported in order for children to achieve academically and socially. These pathways are the physical, cognitive, psychological, language, social and ethical. Cognitive skills have been the primary focus of curriculum and instruction; however, the need for the integration of all the pathways is important.

A brief definition of each pathway will provide a common frame of reference. The physical pathway is concerned with biological development, nutrition, physical fitness, coordination and motor skills. The goal is to have healthy and physically fit children. The cognitive pathway includes the ability to think logically, mentally manipulate information and effect change within the environment. Schools must equip students with the ability to become lifelong learners. The psychological pathway focuses on positive self-esteem and the ability to manage internal emotions appropriately. The expectation is for students to develop the self-confidence to master the tasks and

challenges of self, school, home and community. The language pathway encompasses expressive and receptive language skills, conversation skills, and vocabulary. Children should be able to use appropriate language skills in various contexts. The ability to empathize, to infer about others' thoughts and feelings, and participate in social exchange are major areas of the social pathway. Students should develop the ability to work and play with others who may be different from themselves. The ethical pathway refers to the ability to evaluate one's own behavior, and respect the rights and integrity of oneself and others. The goal is for children to make decisions based on self-interests and the collective good.

Since we follow the developmental pathways focusing on the total child, the quality of relationships between and among students, staff and parents causes the students to achieve academic successes.

Character Education:

Character Education plays an important role at Banyan Elementary in order to create wholesome lifelong learners. The Weekly Bulletin by the Administration features the District's monthly character trait with activities that can be utilized by classroom teachers. The School Counselor and Behavior Management Specialist also deal with the monthly character trait in their large and small groups.

Performance Results:

It is evident through the Organizational Improvement Snapshot that the category of Business Results 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 students in identified subgroups except Students With Disabilities met and exceeded federal standards on the “NO CHILD LEFT BEHIND Act.” The greatest needs of students in grades three through five is to focus on Comparison/Contrast, Words/Phrases, as well as Reference/Research. Students With Disabilities need improvement in reading and missed making Annual Yearly Progress by one percent. Thirty-five percent of the struggling students did not make a year’s worth of progress in reading. While concentrated efforts will be made to improve all students’ reading achievement, an intensive plan will be developed to continue to ensure successful attainment of federal standards of all subgroups.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<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 checked="" 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 reading skills on the 2006 administration of the FCAT Reading Test as compared to the 2005 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Students With Disabilities (SWD) in grades three through five will improve their reading skills as evidenced by 44 percent scoring at a level three or higher on the 2006 administration of the FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide to grades three through five students with special emphasis on Students With Disabilities and ESOL Students, the District's Interim Assessment in Reading, before, during and after-school tutorials and enrichment activities during and after school to ensure that the school meets adequate progress.	Principal Assistant Principal	8/8/2005	5/24/2006
Use assessment instruments such as the District Interim Assessment in Reading and DIBELS as informational vehicles in writing an Academic Improvement Plan for students in grades three through five to enhance reading performance.	Assistant Principal Reading Coach	8/8/2005	5/24/2006
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.	Assistant Principal	8/8/2005	5/24/2006
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	8/8/2005	5/24/2006
Utilize computer-assisted instruction including FCAT Explorer, Compass Learning, Accelerated Reader, Riverdeep, and any other district recommended software, for enrichment activities for students enrolled in Team and Gifted Education in grades three through five.	Principal	8/8/2005	5/24/2006
Provide workshops/trainings for staff and parents of students in grades three through five on the	Principal Reading Coach	8/4/2005	5/26/2006

preparation for FCAT Testing as specified in Banyan Elementary Reading Action Plan to ensure students' progress in reading.			
Implement the Plan-Do-Study-Act(PDSA) Instructional Cycle as the school-wide improvement model, during school hours and Saturday Academy, for grades three through five teachers and administrators to support improved student achievement in reading.	Principal Assistant Principal Reading Coach	8/8/2005	5/24/2006

Research-Based Programs

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

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

Fast ForWord Training

Compass Learning Training

Providing this training for teachers will prepare them for effectively working with students in reading. Particularly, research shows that Fast ForWord helps students move quickly to grade level in skills critical to 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

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.

Review disaggregated data from the FCAT Reading Test 2006.

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 from the 2005 Florida Comprehensive Assessment Test (FCAT) Mathematics indicates that the majority of the students at Banyan Elementary are scoring at or above grade level. Specific data indicates that 83 percent of the students are scoring at or above grade level and 68 percent are making a year's worth of progress.

The only ethnic subgroup was Hispanic, of which 72 percent scored at or above grade level. Within this same ethnic subgroup, 71 percent of the Economically Disadvantaged, 63 percent of the Limited English Proficiency (LEP), and 48 percent of the Students With Disabilities (SWD) scored at grade level or above in mathematics.

Algebraic Thinking is an area of strength in grades three through five. Although the school is at or above the District in Mathematics across these grade levels, students will need to focus on Number Sense, Measurement, Geometry and Data Analysis.

While concentrated efforts will be made to improve all students' mathematics achievement, an intensive plan will be developed to continue to ensure the attainment of federal standards of all subgroups.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<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"/>	<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 2006 administration of the FCAT Mathematics Test as compared to the 2005 administration of the Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		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	8/8/2005	5/24/2006
Provide to grades three through five students with special emphasis on Students With Disabilities and ESOL Students, the District's Interim Assessment in Mathematics, before, during and after-school tutorials and enrichment activities during and after school to ensure that the school meets adequate yearly progress.	Assistant Principal	8/8/2005	5/24/2006
Use the District's Interim Assessment in Mathematics as an informational vehicle in writing an Academic Improvement Plan for students in grades three through five to improve students' proficiency levels.	Principal Assistant Principal	8/8/2005	5/24/2006
Provide in grades three through five an extended daily mathematics block wherever the block scheduling permits which will ensure additional learning opportunities for students.	Assistant Principal	8/8/2005	5/24/2006
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	8/8/2005	5/24/2006
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.	Title I Specialist Media Specialist	8/8/2005	5/24/2006
Provide workshops/training and informational meetings for staff and parents of students in grades three through five on the preparation for FCAT	Principal Assistant Principal	8/4/2005	5/26/2006

Testing as specified in Banyan Elementary Mathematics Action Plan to ensure students' progress in mathematics.	
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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

FastForWord Inservice /Training

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 2005-2006 school year on the available programs in the school will include these four components.

Evaluation

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 interim assessments to ensure continued progress in mathematics.

Review findings of the district's interim mathematics test and mathematics text assessments to ensure continuous progress.

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.

Review disaggregated data from FCAT Mathematics Test 2006 results.

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

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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 3 STATEMENT:

To improve writing performance of all students.

Needs Assessment

An analysis of the data from the 2005 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 91 percent of the students have met high standards. The only ethnic subgroup was Hispanic and 84 percent of them improved their performance in writing by at least one percent. Within this same ethnic subgroup 86 percent of the Economically Disadvantaged and 73 percent of the Limited English Proficiency (LEP) students improved their performance by at least one percent. Narrative Writing was the strength in grade four. Expository Writing was two tenths less than the narrative score on a six-point rubric; therefore, it was deemed the weakest area. Nine percent of the students in grade four did not meet high standards in writing. Participation rate was 100 percent for this grade. Concentrated efforts will be made to improve all students' writing achievement. An intensive plan will be developed to continue to ensure the successful attainment of state standards of all subgroups.

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 92 percent of the students achieving high standards on the 2006 administration of the FCAT Writing.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		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.	Assistant Principal	8/8/2005	5/24/2006
Provide to grade four students monthly assessments, during-school tutorials, and enrichment activities to ensure that the school meets adequate progress.	Assistant Principal	8/8/2005	5/24/2006
Use the School Monthly Writing Prompts as informational vehicles in writing an Academic Improvement Plan for students in grade four to improve their proficiency level.	Reading Coach	8/8/2005	5/24/2006
Provide tutorial services during school for ESOL students and Students With Disabilities (SWD) in grade four.	Principal Assistant Principal	8/8/2005	5/24/2006
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.	Assistant Principal	8/8/2005	5/24/2006
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.	Assistant Principal	8/8/2005	5/24/2006
Provide three 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	Principal Assistant Principal	8/4/2005	5/26/2006

writing.	
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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

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 monthly assessments 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.

Review disaggregated data from the FCAT Writing Test 2006.

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

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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 4 STATEMENT:

To increase student achievement for all subgroups in science.

Needs Assessment

An analysis of the data from the 2005 Florida Comprehensive Assessment Test (FCAT) Science indicates that the majority of the grade five students at Banyan Elementary are scoring at or above grade level. Specific data indicates that a Mean Scale Score of 309 was achieved. Earth/Space and Scientific Thinking were the areas of strengths. Although grade five students scored in the upper 25 percent in the District, they need to improve in the areas of Life/Environmental and Physical/Chemical, the weakest categories. Concentrated efforts will be made to improve all students' science achievement.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase in the mean scale score to 314 as documented by the 2006 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		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	8/8/2005	5/24/2006
Provide to grade five students monthly assessments and classroom enrichment activities to ensure that the school meets adequate progress.	Assistant Principal	8/8/2005	5/24/2006
Use assessment instruments such as monthly tests as informational vehicles to write an Academic Improvement Plan for students in grade five science to improve students' proficiency levels.	Principal Assistant Principal	8/8/2005	5/24/2006
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.	Assistant Principal	8/8/2005	5/24/2006
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.	Assistant Principal	8/8/2005	5/24/2006
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.	Assistant Principal	8/8/2005	5/24/2006
Address weekly the specific strands of science dealing with Life/Environmental and Physical/Chemical to increase acquisition of specific information by grade five students.	Assistant Principal	8/8/2005	5/24/2006

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

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 monthly assessments to ensure continued progress in science.

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.

Review disaggregated data from the FCAT Science Test 2006.

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"/>

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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/inserives and school-wide events and activities.

Needs Assessment

An analysis of the data from the 2004-2005 parent logs indicates that a large number of parents attended school-wide events and activities. Specific data indicates that there was a six percent increase of parents attending or participating in school-wide events or activities as compared to the 2003-2004 school year. Although many parents participated in school-wide events and activities, the participation rate for workshops/inserives 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 2004-2005 and 2005-2006 school years.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement school-wide parent involvement activities to ensure increased parent participation in events/activities and workshops.	Principal Assistant Principal	8/8/2005	5/24/2006
Provide trainings/workshops during August and October, 2005, and January, 2006, for parents of students in grades three through five regarding volunteers, retentions, and Academic Improvement Plans to ensure parental support.	Principal Assistant Principal	8/8/2005	1/31/2006
Institute inservices for parents of students in grades three through five regarding reading and writing strategies for FCAT preparation during October and November, 2005, to enable the achievement of adequate school progress.	Principal Reading Coach Community Involvement Specialist	10/11/2005	11/30/2005
Offer parents of students in grades three through five the opportunity to participate in workshops regarding mathematics and science strands during October and November, 2005, for progress attainment in these areas.	Principal	10/11/2005	11/30/2005
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 Parent Teacher Association Board (PTA)	8/8/2005	5/24/2006
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	8/8/2005	5/24/2006
Expand Parent Resource Center to facilitate information that will be of interest to parents.	Principal Counselor Community Involvement Specialist	8/8/2005	5/24/2006

Research-Based Programs

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

Professional Development

Professional Trainings will be provided during three calendar months (e.g., October, November, 2005 and January, 2006) via parent meetings. We will offer the following courses:

FCAT Writing

FCAT Science

FCAT Reading

FCAT Mathematics

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.)

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<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). Ten of these referrals resulted in indoor/outdoor suspensions. While concentrated efforts will be made to decrease the number of indoor/outdoor suspensions, a plan will be developed to ensure and impact students' good behavior, personal safety and attendance improvement.

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 2005-2006 school year as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		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	8/8/2005	5/24/2006
Utilize incentives to promote good behavior and manners.	Assistant Principal	8/8/2005	5/24/2006
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	8/8/2005	5/24/2006
Develop and implement individual classroom attendance incentive plans.	Assistant Principal	8/8/2005	5/24/2006
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	8/8/2005	5/24/2006

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 individual incentive plans to maximize the implementation rate.

Review daily attendance results to ensure attainment of an attendance percentage of 96 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.)

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<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 7 STATEMENT:

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

Needs Assessment

An analysis of the data in the Annual Report Card 2005 indicates that in the 2004-2005 school year, 35 percent of the struggling students did not make adequate yearly progress.

Measurable Objective

Given an emphasis on the use of technology in education, Level 1 and 2 students will utilize FCAT Explorer, Compass Learning and Fast ForWord programs and will demonstrate a five percent increase in the number of students making AYP in reading in the administration of the 2005-2006 FCAT as compared to the 2004-2005 FCAT.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Develop schedule for Level 1 and 2 students in grades three through five in computer lab from October through April for instruction to enhance achievement in reading.	Principal Assistant Principal	10/11/2005	4/28/2006
Provide access for Level 1 and 2 students to FCAT Explorer in the computer lab three to five times a week for a half hour period.	Title I Specialist Media Specialist	8/8/2005	5/24/2006
Provide diagnostic/prescriptive tests in Compass Learning Program to assure proper placement in assigned activities as coordinated with classroom teachers.	Title I Specialist Media Specialist	8/8/2005	5/24/2006
Provide schoolwide access and assistance in computer lab to Accelerated Reader Program as coordinated with classroom teacher.	Title 1 Specialist Media Specialist	8/8/2005	5/24/2006
Provide access to Fast ForWord Program to insure reading achievement for SWD students as coordinated with classroom teacher.	Media Specialist Reading Coach	8/8/2005	5/24/2006

Research-Based Programs

Compass Learning Program.

Fast ForWord Program

Professional Development

Workshops will be provided in the following areas:

Edusoft

Compass Learning

Evaluation

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

Monitor student progress in FCAT Explorer utilizing FCAT Explorer 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 Fast ForWord 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.)

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<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 8 STATEMENT:

To enhance overall student health and fitness.

Needs Assessment

Based on the results of the 2004-2005 Physical Fitness Testing (FITNESSGRAM), 42 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 2006 and 2005 administration of the FITNESSGRAM.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Develop a pre-test and post-test that will provide valid measures of school/student improvement in physical fitness.	Principal Assistant Principal	8/8/2005	5/24/2006
Ensure that an appropriate amount of time is dedicated to fitness-related activities on a daily basis.	Principal Assistant Principal	8/8/2005	5/24/2006
Ensure that the physical education chairperson develops an action plan for physical fitness.	Principal Assistant Principal	8/8/2005	5/24/2006
Develop student awareness of the importance of good nutrition in order to achieve optimum physical education performance.	Cafeteria Manager Counselor	8/8/2005	5/24/2006
Monitor the physical education program to ensure that the teacher selects activities specifically related to assessment component items.	Principal Assistant Principal	8/8/2005	5/24/2006

Research-Based Programs

Not Applicable

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.)

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<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 2004-2005 school year indicates 26 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 2005-2006 school year as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Target students in grades kindergarten through second who demonstrate strengths in reading or mathematics.	Assistant Principal	8/8/2005	5/24/2006
Conduct observations in kindergarten through second grade classrooms to identify possible gifted students.	Principal Reading Coach	8/8/2005	5/24/2006
Utilize the DIBELS test to help in the identification of possible gifted students.	Assistant Principal Reading Coach	8/8/2005	5/24/2006
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.	Assistant Principal Counselor Media Specialist	8/8/2005	5/24/2006
Use the Houghton Mifflin Reading Test as informational vehicles for classroom teachers to recommend advanced readers.	Reading Coach	8/8/2005	5/24/2006

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.

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 2003, Banyan Elementary School ranked at the 50th 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 50th percentile in 2003 to the 55th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Become more informed about the use of financial resources in relation to school programs.	Principal	10/3/2005	5/26/2006
Collaborate with the district on resource allocation.	Principal	7/1/2005	6/30/2006
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal	8/8/2005	6/30/2006
Consider shared use of facilities, partnering with community agencies.	Principal	8/8/2005	5/26/2006
Analyze student data to target specific areas for improvement and make purchases that will assist in achieving success.	Principal Assistant Principal	7/1/2005	6/30/2006

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 55 percentile.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<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>

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 and reading.

Technology:

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

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.

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