

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Banyan Elementary School (0201)

Feeder Pattern - Miami Coral Park Senior

Regional Center III

District 13 - Miami-Dade

Principal - CAROLYN McCALLA

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

A member of the Coral Park Feeder Pattern, Banyan Elementary School, built in 1957, is located at 3060 S.W. 85th Avenue, Miami, Florida on four acres and is adjacent to a three acre park site. The neighborhood surrounding this small school is a suburban community, comprised of private homes, schools, and businesses. Banyan Elementary has over seven different types of business partners which include Miami Racquet & Fitness Club/Fit Kids, Washington Mutual Bank, Mobil Gas, Publix, McDonalds, Piccadilly, and Miami Subs. The student membership is as follows: 94 percent Hispanic, and six percent Other, which includes White, Asian, and multi-racial. At Banyan Elementary, during the last survey period, 273 students received free or reduced price meals. There are 376 students in grades Pre-Kindergarten through five, of whom 107 receive Special Education (SPED) services ranging from gifted to emotional behavior disorder. Currently, the teacher-student ratio for grades: Pre-K is 1:13; K is 1:20; 1st is 1:18; 2nd is 1:18; 3rd is 1:20; 4th is 1:20 and 5th is 1:22 in the Basic Education Program, but is considerably lower when the inclusion teachers, and paraprofessionals are factored-in. 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 two through five 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 two through five. Banyan Elementary School recognizes that superb instruction and a conducive learning environment are imperative in attaining high academic achievement. As a result, 60 percent of the lowest 25 percent (Levels 1 and 2 students) in grades three through five made learning gains in reading. Seventy percent of the lowest 25 percent (Levels 1 and 2 students) in grades three through five made learning gains in mathematics. All subgroups according to the federal "No Child Left Behind" Act met criteria in reading, mathematics and writing. 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.

Banyan Elementary has a teacher population of 36 teachers of which 64 percent are Hispanic, 17 percent are white and 19 percent are black. Teacher attendance during the 2006-2007 school year was 95.83 percent. This attendance combined with 96.74 percent student attendance rate helped to attain high student achievement and a promotion rate of 94 percent. This resulted in a low retention rate of six percent for our students. Some definite strengths include but are not limited to the following: The amount of extended time and large number of participants in the core tutorials subjects assured an improvement in student achievement. Also the constant monitoring of students through monthly tests and various computer programs helped staff to drive instruction. Additionally, 31 Parent Academy inservices were offered to the parents which led to greater support of the instructional program.

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 is the recipient of continuous donations from Target Stores and the Young Mens Christian Association (YMCA). Approximately \$33,669.49 from the general fund will be used to provide a laptop computer per teacher. Over \$2,000 of art sales provide for art education materials and enhancements. Furthermore, \$4,000.00 is provided for a Tutoring Academy for English Language Learners (ELL). There are no grants awarded at this time.

Banyan Elementary in its third year as a Title 1 school provides an eclectic approach to guarantee quality educational experiences for its students. As a result, of meeting the educational expectations of this guarantee all subgroups of students met criteria under the "No Child Left Behind" Act.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase by five percentage points on the 2008 administration of the FCAT Reading Test as compared to the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the number of students in grades three through five meeting high standards will increase by five percentage points on the 2008 administration of the FCAT Mathematics Test as compared to the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade four will demonstrate their skill proficiency in writing as evidenced by 98 percent of the students achieving high standards on the 2008 administration of the FCAT Writing+.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade five will increase by 10 percentage points on the 2008 FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

Given the school-wide emphasis on parental and community involvement, the school will demonstrate an increase of five percentage points in parental and community interaction as evidenced by comparing the sign-in logs for the 2006-2007 and 2007-2008 school years.



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Given an emphasis on a safe and orderly environment, student behavior will be maintained as evidenced by zero percent in the number of outdoor suspensions during the 2007-2008 school year as compared to the 2006-2007 school year.

Given an emphasis on the use of technology in education, Level 1 and Level 2 students will utilize FCAT Explorer, Reading Plus and Waterford Program which will demonstrate a five percent increase in the number of students making learning gains in reading in the administration of the 2007-2008 FCAT as compared to the 2006-2007 FCAT.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades four through five will improve their fitness as evidenced by 63 percent of the students meeting high standards on the 2007-2008 administration of the FITNESSGRAM Test.

Given emphasis on the benefits of participating in advance academic programs, the number of students referred to the Gifted Program will increase by 10 percent during the 2007-2008 school year as compared to the 2006-2007 school year.

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

With 90 percent of the Banyan staff completing the organizational Performance Improvement Snapshot (OPIS) Survey (Spring,2007), it was noted that the lowest categories were Strategic Planning (4.0) and Human Resource Focus and Leadership both with (4.2). Two sub-areas that can be improved upon in these categories are informing the organization/staff of how the school is doing financially and asking the organization/staff more for their ideas. These two sub-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 and supportive environment.



School Improvement Plan 2007-2008



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.

0201 - 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



School Improvement Plan 2007-2008



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 was built in 1957 and 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 provides 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 132 computers for instruction and business operation purposes.

Banyan Elementary School employs a total of 54 full-time employees (which includes two employees sharing one position) and 17 part-time staff. There are 12 males and 59 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-nine years in education. There are 37 classroom teachers, of which seven are Special Education teachers (SPED); including two teachers of the gifted, one teacher of emotional behavior disorder, three teachers of students with learning disabilities and two Pre-Kindergarten teachers 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 four are paraprofessionals. Also, seven are clerical employees, four are custodial service workers, 13 are cafeteria workers; including six housed in a neighboring school, and two are 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 19 percent Black, 64 percent Hispanic, and 17 percent White (Non-Hispanic). Teacher attendance is in the upper quartile in the district. Class size reduction resulted in one teacher that is new to the school and district. The school maintained a 100 percent teacher retention rate from 2006-2007 to 2007-2008 school year. The school's Leadership Team consists of teacher representatives from Primary, intermediate, special areas, United Teachers of Dade Teachers Union, Reading Coach and administrators.

Banyan Elementary School serves 376 students from the surrounding neighborhood, including standard curriculum students (71 percent), Special Education (SPED) students including Gifted students (29 percent), English Language Learners (ELL) students (43 percent), and economically disadvantaged students (73 percent). Additionally, Banyan Elementary School services seven Pre-Kindergarten Special Education students and three role model students. Also, 17 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 the school. Banyan Elementary continues to be a part of the Miami Coral Park Senior High Feeder Pattern located specifically in the Westchester Community of Miami-Dade County. This Feeder Pattern is predominantly Hispanic consisting of 12 schools of which seven are elementary, one is a K-8 Center, two are middle and one is a senior high which also houses one community/adult education center. Banyan's student retention rate is at a four percent schoolwide average and six percent average for grade three students during the 2006-2007 school year. This resulted in a promotion rate of 94 percent of third grade students. When students complete grade five at Banyan, they are transitioned to Rockway Middle, Glades Middle or West Miami Middle Schools, all A+ schools. The Banyan Elementary ethnic/racial make-up of the student population is 94 percent Hispanic and six percent Other. In grades three through five, 11 students were Level 1 in reading and five were Level 1 in mathematics. There were 11 Level 2 students in reading and eight in mathematics. Seventy students are in Banyan's Gifted Program. There are two VPre-K classes with a total of 26 students. Twelve students originally registered to come to Banyan under the "No Child Left Behind" Act. Due to transportation problems, all 12 opted to return to their home schools. During the 2006-2007 school year Banyan's attendance average was 97.05 percent as compared to the 2005-2006 attendance average of 96.02 percent. This was an increase of over one percentage point. Student attendance at Banyan Elementary ranked fourth out of 189 elementary schools in the district at the end of the 2006-2007 school year. We aspire to continue to improve upon this attendance rate during 2007-2008. Currently, the teacher-student ratio for grades: Pre-K is 1:13; K is 1:20; 1st is 1:18; 2nd is 1:18; 3rd is 1:20; 4th is 1:20 and 5th is 1:22 in the Basic Education Program, but is considerably lower when the inclusion teachers, and paraprofessionals are factored-in. The teacher-student ratio in the self-contained Special Education Program, excluding the Gifted Program, is 1:7 and considerably lower when the paraprofessional is included. The Reading Plus Program targets fluency and comprehension skills that are unique to our struggling students. The COMER School Development Program Student Services Team which includes a social worker, school psychologist and 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. It is these unique advantages that contribute to the success of the school's student body as well as builds capacity for the employees. The District's Student Services Department provides counseling to emotional behavior disorder students and physical/occupational therapies to students of need according to the 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 behavior disorders and learning disabilities in special



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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.

Banyan is the 2007-2008 recipient of continuous donations from Target Stores and the Young Mens Christian Association (YMCA). Other Dade Partners for Banyan Elementary School such as Miami Racquet Club/Fit Kids, Washington Mutual Bank, Mobil, Publix, McDonalds, Piccadilly and Miami Subs are providing the student body and staff with FCAT, honor-roll, and attendance incentives as well as establishing individual savings accounts respectively. This is done by providing food items, bicycles, gift certificates, coupons, and graphic signs. Approximately \$33,669.49 from the general fund will be used to provide a laptop computer per teacher. Over \$2,000 of art sales provide for art education materials and enhancements. Furthermore, \$4,000.00 is provided for a Tutoring Academy for English Language Learners (ELL). There are no grants awarded at this time.

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, 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 in grades two through five. The gifted student population's need for a differentiated curriculum is addressed through the school's gifted resource center for students in K through five in the core subject areas. Tutorial programs are offered primarily to struggling students in the core subject areas, however, all students that show weaknesses may participate. Reading, writing, mathematics, and science tutorial are offered during Saturday Academy, before, during and after school. 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 all 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 (4.2). Banyan Elementary School staff enjoys a collaborative relationship with its leaders. The staff strongly feel 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. The staff would like to have the supervisors ask them more frequently what they think (3.8).

District Strategic Planning Alignment:

It is evident through the results of the survey, (4.0), that staff feels they are well-informed as to the organization's plans that will affect their work role (4.0), and the progress they are making on the plan (4.3). However, it is evident that the teachers want their ideas elicited more often (3.7) by administration and the leadership team that includes the administration, reading coach, department chairs, grade level chairs and union representatives.

Stakeholder Engagement:

It is evident through the Organizational Performance Improvement Snapshot Survey, (4.4), 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 (4.4) and also on the School Climate Survey.

Faculty & Staff:

The snapshot clearly indicates (4.3) that the staff feel that they have control over the work process and that they have good processes for doing their work (4.3). They also feel that they have all the resources that they need to do their jobs (4.2). This snapshot 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.

Data/Information/Knowledge Management:

The snapshot clearly indicates (4.3) that the staff feels that they have control over the work process and that they have good processes for during their work (4.3). They also feel that they have all the resources that they need to do their jobs (4.2).

Education Design:

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 students. The Organizational Performance Improvement Survey indicates that Measurement, Analysis, and Knowledge Management was the strongest category with an average score of 4.5 out of 5.

Performance Results:

It is evident through the Organizational Performance Improvement Snapshot that the category of Business Results (4.3), 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 (3.7). This will be done through faculty meetings and the distribution of minutes of the Educational Excellence School Advisory Council (EESAC) to all.



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Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :



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Schools Offering Primarily Grades 6 through 12

Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :

Reading Goal

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

Florida Education Priorities

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"/>

Reading Statement

All students will be able to read on or above grade level.

Needs Assessment

An analysis of the data indicates that on the Grade 3 Florida Comprehensive Assessment Test (FCAT) Reading, 73 percent of the students scored at or above Level 3. The greatest needs of the students are in Reference/Research (50 percent), Main Idea/Purposes (71 percent), and Comparisons (71 percent). Seventy-eight percent of grade four students scored at or above Level 3. A great need is Comparisons (71 percent) and Main Idea/Purposes (72 percent). Sixty-three percent of grade five students scored at or above Level 3, with Words/Phrases (56 percent) and Main Idea/Purposes (57 percent) being the areas of greatest need. Students will continued to be monitored through monthly tests and Interim Assessments.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase by five percentage points on the 2008 administration of the FCAT Reading Test as compared to the 2007 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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	8/20/2007	6/5/2008	Other/ Not Applicable	0
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 Counselor	8/20/2007	6/5/2008	Other/ Not Applicable	0
Utilize computer-assisted instruction including FCAT Explorer, Accelerated Reader, 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 Media Specialist	8/29/2007	6/5/2008	Other/ Not Applicable	0
Provide workshops/trainings for staff and parents of students in grades three through five on the preparation for the Florida Comprehensive Assessment Test as specified in Banyan Elementary Reading Action Plan to ensure students' progress in reading.	Principal Assistant Principal Reading Coach	8/20/2007	6/5/2008	Other/ Not Applicable	71180
Implement the Plan-Do-Study-Act(PDSA) Instructional Cycle as the school-wide Continuous Improvement Model (CIM) to monitor student achievement and the instructional program for reading on and on-going basis. Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Principal Assistant Principal Reading Coach	8/20/2007	6/5/2008	Continuous Improvement Model	5697.28
Provide grades three through five students with special emphasis on Students with Disabilities (SWD) and ELL Students, the District's Interim Assessments and school-site monthly tests 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	10/15/2007	5/9/2008	District-wide Literacy Plan	44973
Use assessment instruments such as DIBELS and CELLA as informational vehicles in grades Kindergarten through five to enhance reading performance.	Principal Assistant Principal Reading Coach	9/17/2007	5/16/2008	Other/ Not Applicable	0

Research-Based Programs

Banyan Elementary implements the following research-based programs: Houghton-Mifflin Reading Program, 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

Comprehensive English Language Learning Assessment (CELLA)

Evaluation



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Review FCAT Reading Test 2008 results.
Interim Assessments
Monthly tests
DIBELS
CELLA
Houghton-Mifflin Theme Tests
Student Services informational logs:
Reading Plus
FCAT Explorer
Accelerated Reader

Mathematics Goal

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

Florida Education Priorities

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"/>

Mathematics Statement

All students will demonstrate increased performance in mathematics.

Needs Assessment

An analysis of the data indicates that on the Grade 3 Florida Comprehensive Assessment Test (FCAT) Mathematics 88 percent of the students scored at or above Level 3. The greatest need of the students is Measurement (63 percent) and Algebraic Thinking (67 percent). Ninety-three percent of grade four students scored at or above Level 3. The greatest needs are Algebraic Thinking (71 percent), Data Analysis and Probability (71 percent) and Measurement (63 percent). Sixty-six percent of grade five students scored at or above Level 3. The greatest needs are Geometry/Spatial Sense (55 percent), Algebraic Thinking (55 percent) and Data Analysis (58 percent). District interim assessments and school-site monthly tests will be monitored by administration and staff for all subgroups.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students in grades three through five meeting high standards will increase by five percentage points on the 2008 administration of the FCAT Mathematics Test as compared to the 2007 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Plan-Do-Study Act (PDSA) Instructional Cycle as the school-wide Continuous Improvement Model (CIM) to monitor student achievement and the instructional program for mathematics on an on-going basis. Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Principal Assistant Principal	8/20/2007	6/5/2008	Continuous Improvement Model	0
Provide grades three through five an extended daily mathematics block wherever the block scheduling permits, which will ensure additional learning opportunities for students.	PrincipalAssistant Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0
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 Counselor	8/27/2007	6/5/2008	Other/ Not Applicable	0
Utilize computer-assisted instruction including FCAT Explorer, 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	8/27/2007	6/5/2008	Advanced Academics	0
Provide workshops/training and informational meetings for staff and parents of students in grades three through five on the preparation for the Florida Comprehensive Assessment Test as specified in Banyan Elementary Mathematics Action Plan to ensure students' progress in mathematics.	Principal Assistant Principal	9/17/2007	5/16/2008	Other/ Not Applicable	0
Provide grades three through five students, with special emphasis on Students with Disabilities (SWD) and ELL Students, before, during and after-school tutorials and enrichment activities to ensure that the school meets adequate yearly progress.	Principal Assistant Principal	9/10/2007	5/6/2008	Continuous Improvement Model	3964.83
Use the District's Interim Assessments and school-site monthly tests in Mathematics as informational vehicles in grades three through five to improve students' proficiency levels.	Principal Assistant Principal	10/19/2007	5/16/2008	Continuous Improvement Model	0

Research-Based Programs

Banyan Elementary implements the following research-based programs: Scott Foresman Mathematics 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
- Riverdeep Inservice /Training

Evaluation



School Improvement Plan 2007-2008



FCAT Mathematics Test 2007 results
Monthly Tests
Interim Assessments
Student Services informational logs:
FCAT Explorer
Riverdeep
Scott Foresman Technology Component

Writing Goal

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

Florida Education Priorities

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"/>

Writing Statement

All students will be able to communicate effectively through writing.

Needs Assessment

An analysis of the data from the 2007 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 97 percent of the students have met high standards. However, 91 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 four tenths less than the expository score on a six-point rubric; therefore, it was deemed the weakest area. Three 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 through progress monitoring.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade four will demonstrate their skill proficiency in writing as evidenced by 98 percent of the students achieving high standards on the 2008 administration of the FCAT Writing+.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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.	PrincipalAssistant Principal	8/27/2007	6/5/2008	Continuous Improvement Model	0
Provide grade four students with monthly assessments, before-school tutorials, and enrichment activities to ensure that the school meets adequate progress.	Principal Assistant Principal	8/27/2007	5/9/2008	District-wide Literacy Plan	0
Use the school monthly writing prompts as informational vehicles for students in grade four to improve their proficiency level.	Assistant Principal Reading Coach	9/17/2007	5/9/2008	Continuous Improvement Model	0
Provide tutorial services before school for English Language Learners (ELL) students and Students with Disabilities (SWD) in grade four.	Principal Assistant Principal	9/24/2007	5/2/2008	District-wide Literacy Plan	0
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.	PrincipalAssistant Principal	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Provide workshops/trainings for staff and parents of students in grade four on the preparation for Florida Comprehensive Assessment Test as specified in Banyan Elementary Writing Action Plan to ensure students' progress in writing.	Principal Assistant Principal	10/9/2007	5/2/2008	Other/ Not Applicable	0

Research-Based Programs

Banyan Elementary implements the following research-based programs: 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.

Evaluation

- FCAT Writing+ 2008 results
- Monthly Writing Prompts
- FCAT Writing+ Pre/Posttest

Science Goal

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

Florida Education Priorities

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"/>

Science Statement

Increase the scientific knowledge of all students.

Needs Assessment

A detailed cluster analysis of the data from the 2007 Florida Comprehensive Assessment Test (FCAT) Science indicates that 61 percent of grade five students scored at or above Level 3 in science. Grade five students must improve the content cluster results from the 2007 FCAT Science Test which were Life/Environmental (58 percent), Scientific Thinking (50 percent), Physical/Chemical (58 percent), and Earth and Space (53 percent).

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade five will increase by 10 percentage points on the 2008 FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Continuous Improvement Model (CIM) to monitor student achievement. Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Principal Assistant Principal	8/20/2007	6/05/2008	Continuous Improvement Model	0
Provide grade five students with classroom enrichment activities and tutorials.	Principal Assistant Principal	8/27/2007	5/06/2008	Academic Enrichment Opportunities	4158.6
Use assessment instruments such as monthly tests and the District's Interim Assessments in Science as informational vehicles for students in grade four and five science to improve students' proficiency levels.	PrincipalAssistant Principal	9/24/2007	5/12/2008	Continuous Improvement Model	0
Provide student in grades three through five an extended daily science block wherever block scheduling permits, to ensure that classroom teachers provide additional learning opportunities for students.	Principal Assistant Principal	8/20/2007	5/30/2008	Other/ Not Applicable	63943.91
Utilize computer-assisted instruction including the website for "Scott Foresman" Learning site, and any other District recommended software such as Riverdeep, to provide enrichment activities to students enrolled in Team and Gifted Education in grades three through five.	PrincipalAssistant Principal	8/20/2007	5/12/2008	Continuous Improvement Model	0
Review the clusters of life/enviromental, scientific thinking, physical/chemical and earth and space weekly in grade five to increase acquisition of specific content.	PrincipalAssistant Principal	8/20/2007	5/16/2008	Continuous Improvement Model	0
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	8/21/2007	5/09/2008	Continuous Improvement Model	0

Research-Based Programs

Banyan Elementary implements the following research-based program: Scott Foresman Science Program.

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

Evaluation

- FCAT Science Test 2008 results.
- Interm Assessments Grades Four and Five
- Monthly Tests
- Professional Development Logs

Parental Involvement Goal

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

Florida Education Priorities

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"/>

Parental Involvement Statement

Banyan Elementary will provide increased opportunities for parents to be involved in their children's education.

Needs Assessment

An analysis of the data from the 2006-2007 parent logs indicates that a large number of parents attended school-wide events, activities and inservices. 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 2005-2006 school year. Although many parents participated in school-wide events and activities, the participation rate for workshops/in-services increased but was significantly lower than the participation in events/activities. 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 an increase of five percentage points in parental and community interaction as evidenced by comparing the sign-in logs for the 2006-2007 and 2007-2008 school years.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement school-wide parent involvement activities to ensure increased parent participation in events/activities and workshops.	Principal Assistant Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide monthly trainings/workshops through the Parent Academy for parents of students in grades three through five regarding volunteers, retentions, and Title 1 Orientation, etc., to ensure parental support.	Principal Assistant Principal	8/27/2007	6/5/2008	Other/ Not Applicable	0
Institute inservices for parents of students in grades three through five regarding reading and writing strategies for FCAT preparation during October and November, 2007, to enable the achievement of adequate school progress.	Principal Assistant Principal Reading Coach Community Involvement Specialist	10/18/2007	11/30/2007	Other/ Not Applicable	0
Offer parents of students in grades three through five the opportunity to participate in workshops regarding mathematics and science strands during October and November, 2007, for progress attainment in these areas.	Principal Assistant Principal	10/18/2007	11/30/2007	Other/ Not Applicable	0
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)	9/17/2007	6/5/2008	Other/ Not Applicable	0
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	8/20/2007	6/5/2008	Other/ Not Applicable	0
Expand resources in the Parent Resource Center to facilitate information that will be of interest to parents.	Principal Assistant Principal Counselor Community Involvement Specialist	8/20/2007	6/5/2008	Other/ Not Applicable	10254

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, 2007 - April, 2008) 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 parent sign-in logs to ensure that adequate progress is achieved.
 Examine data from parent survey.
 Examine volunteer applications.

Discipline & Safety Goal

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

Florida Education Priorities

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"/>

Discipline & Safety Statement

Banyan Elementary will provide a safe and disciplined environment for all students.

Needs Assessment

An analysis of the data from Student Case Management System Executive Summary Report indicates a total of seven referrals to the administration. Of all subgroups, the Students with Disabilities (SWD) in the past have been 98 percent of the discipline referrals. According to the data only two referrals have been generated since Students with Disabilities have been placed in inclusion classes. There were no outdoor or indoor suspensions indicating improved behavior for Student with Disabilities.

Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will be maintained as evidenced by zero percent in the number of outdoor suspensions during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide a Security Plan involving instructional, support, and administrative staff to ensure the safety of all students while on the school campus.	PrincipalAssistant Principal	8/20/2007	6/5/2008	Safe and High-quality Facilities	0
Utilize incentives to promote good behavior and manners.	Principal Assistant Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0
Continue the partnership with the Miami-Dade County Police Department in implementing the D.A.R.E. Program with grade five students.	PrincipalAssistant Principal	8/20/2007	1/30/2008	Student Wellness	0
Develop and implement individual classroom attendance incentive plans.	Principal Assistant Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0
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.	PrincipalAssistant Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0

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 of 97 percent or higher.
Review the Student Case Management System Executive Summary Report to ensure that a decrease in the number of indoor/outdoor suspensions occurs.

Technology Goal

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

Florida Education Priorities

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"/>

Technology Statement

Banyan Elementary will promote equitable and universal access to technology.

Needs Assessment

An analysis of the data in FCAT Explorer, Reading Plus and Waterford indicates that in the 2006-2007 school year, 33 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 Level 2 students will utilize FCAT Explorer, Reading Plus and Waterford Program which will demonstrate a five percent increase in the number of students making learning gains in reading in the administration of the 2007-2008 FCAT as compared to the 2006-2007 FCAT.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Develop a schedule for Level 1 and Level 2 students in grades three through five in computer lab from August through May for instruction to enhance achievement in reading.	Principal Assistant Principal	8/20/2007	5/30/2008	Other/ Not Applicable	33669.49
Provide access for Level 1 and Level 2 students and Students with Disabilities to FCAT Explorer and the Reading Plus Program in the computer lab two to three times a week for a half hour to 45 minutes.	Title I Paraprofessional Media Specialist	8/20/2007	5/30/2008	Other/ Not Applicable	0
Provide schoolwide access to the Program in the computer lab and Media Center.	Media Specialist	8/30/2007	5/30/2008	Other/ Not Applicable	0
Provide access to the Waterford Program to insure reading achievement for ELL students.	PrincipalAssistant Principal	10/9/2007	5/30/2008	Other/ Not Applicable	0

Research-Based Programs

Reading Plus Program

Professional Development

Workshops will be provided in the following areas:
Edusoft
Reading Plus
Waterford

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.
FCAT Explorer
Review the Waterford reports to ensure progress is occurring.

Health & Physical Fitness Goal

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

Florida Education Priorities

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"/>

Health & Physical Fitness Statement

Banyan Elementary will promote the overall health and fitness of students.

Needs Assessment

Based on the results of the 2006-2007 Physical Fitness Testing (FITNESSGRAM), 58 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

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades four through five will improve their fitness as evidenced by 63 percent of the students meeting high standards on the 2007-2008 administration of the FITNESSGRAM Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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	8/20/2007	5/30/2008	Other/ Not Applicable	0
Ensure that an appropriate amount of time is dedicated to fitness-related activities on a daily basis.	Principal Assistant Principal	8/20/2007	5/30/2008	Other/ Not Applicable	0
Ensure that the physical education chairperson develops an action plan for physical fitness.	Principal Assistant Principal	10/19/2007	5/30/2008	Other/ Not Applicable	0
Develop student awareness of the importance of good nutrition in order to achieve optimum physical education performance.	Cafeteria Manager Counselor Physical Education Teacher	8/20/2007	5/30/2008	Other/ Not Applicable	0
Monitor the physical education program to ensure that the teacher selects activities specifically related to assessment component items.	Principal Assistant Principal	8/20/2007	5/9/2008	Other/ Not Applicable	0

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 50 percent of the students meet high standards on the FITNESSGRAM Test.

Electives & Special Areas Goal

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

Florida Education Priorities

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"/>

Electives & Special Areas Statement

All students will be given the opportunity to pursue areas of interest in special talents.

Needs Assessment

An analysis of school-site gifted referral logs from the 2006-2007 school year indicates 29 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 10 percent during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Target students in grades kindergarten through second who demonstrate strengths in reading or mathematics.	Principal Assistant Principal	8/20/2007	5/30/2008	Other/ Not Applicable	0
Conduct observations in kindergarten through second grade classrooms to identify possible gifted students.	Principal Assistant Principal Reading Coach	10/24/2007	4/30/2008	Other/ Not Applicable	0
Utilize the DIBELS test to help in the identification of possible gifted students.	Principal Assistant Principal Reading Coach	9/17/2007	5/20/2008	Other/ Not Applicable	0
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	8/28/2007	5/09/2008	Other/ Not Applicable	0
Use the Houghton Mifflin Reading Test and the Naglieri Non-Verbal Assessment test (NNAT) as informational vehicles for classroom teachers to recommend advanced readers.	Principal Assistant Principal Reading Coach	8/27/2007	5/09/2008	Other/ Not Applicable	0

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 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.

Return On Investment Goal

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

Florida Education Priorities

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"/>

Return On Investment 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 Return On Investment (ROI) index publication from 23 percentile in 2005 to the 24 percentile on the next publication of the index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Become more informed about the use of financial resources in relation to school programs.	Principal Assistant Principal	8/20/2007	5/30/2008	Other/ Not Applicable	0
Collaborate with the district on resource allocation.	Principal Assistant Principal	8/1/2007	5/30/2008	Other/ Not Applicable	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal Assistant Principal	8/20/2007	6/30/2008	Other/ Not Applicable	0
Consider shared use of facilities, partnering with community agencies.	Principal Assistant Principal	8/20/2007	5/30/2008	Other/ Not Applicable	0
Analyze student data to target specific areas for improvement and make purchases that will assist in achieving success.	Principal Assistant Principal	8/3/2007	6/30/2008	Other/ Not Applicable	0

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
Reading	121850.28
Mathematics	3964.83
Writing	0
Science	68102.51
Parental Involvement	10254
Discipline & Safety	0
Technology	33669.49
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Total	237841.11



School Improvement Plan 2007-2008



Date of Review: _____

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

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