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## School Board Approval

*A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.*

## SIP Authority

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

## SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

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The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

## Purpose and Outline of the SIP

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The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

# I. School Information

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## A. School Mission and Vision

### Provide the school's mission statement

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It is the mission of Banyan Elementary School to develop life long learners in a safe, multicultural learning environment while focusing on each student's academic achievement and social/emotional well-being.

### Provide the school's vision statement

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Banyan Elementary provides educational excellence while fostering a multicultural learning environment for all students

## B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

### 1. School Leadership Membership

#### School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

#### Leadership Team Member #1

##### Employee's Name

Ms. Vanessa Faraldo-Padron

vfaraldo@dadeschools.net

##### Position Title

School Principal

##### Job Duties and Responsibilities

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As the Principal, Vanessa Padron, oversees daily activities and operations within the school. Her main duties include ensuring that academic policies and curriculum are followed, desegregating data to promote a data driven school, promoting teacher leaders and maximizing their potential, and meeting with parents and stake holders on a regular basis to meet the needs of the community.

## Leadership Team Member #2

### Employee's Name

Dr. Rameisha Ferguson

rferguso@dadeschools.net

### Position Title

Assistant Principal

### Job Duties and Responsibilities

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As the Assistant Principal, Rameisha Ferguson, assists and works in collaboration with the principal in the overall administration of the school's instructional programs, activities, and operations. She assists in promoting the mission and vision, academic curriculum and instruction, data desegregation, enforcing student discipline, encouraging and assisting teachers and students, and meeting with faculty, staff, students, and all stakeholders to address their concerns.

## Leadership Team Member #3

### Employee's Name

Ms. Maria Roca

ms.roca@dadeschools.net

### Position Title

Teacher, K-12

### Job Duties and Responsibilities

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As a classroom instructor and teacher leader, Maria Roca, is responsible for supervising, educating, and supporting students to help them accomplish learning benchmarks, learning gains, and overall student achievement and success. She is also responsible for preparing lessons, enforcing rules and classroom behavior, and leading a data driven classroom to maximize instruction. In addition, she is Reading Club Sponsor and Teacher Mentor. She assists teachers with strategies to facilitate student achievement.

## Leadership Team Member #4

### Employee's Name

Ms. Solangel Osle

solosle@dadeschools.net

### Position Title

Teacher, K-12

### Job Duties and Responsibilities

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As a classroom instructor and teacher leader, Solangel Osle, is responsible for supervising, educating, and supporting students to help them accomplish learning benchmarks, learning gains, and overall student achievement and success. She is also responsible for preparing lessons, enforcing rules and classroom behavior, and leading a data driven classroom to maximize instruction. In addition, she assists teachers with strategies to facilitate student achievement and she is our "Mindfulness/Mental Health Club Liaison.

## Leadership Team Member #5

### Employee's Name

Ms. Candida Mendoza

clmendoza@dadeschools.net

### Position Title

Teacher, K-12

### Job Duties and Responsibilities

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As a classroom instructor and teacher leader, Candida Mendoza, is responsible for supervising, educating, and supporting students to help them accomplish learning benchmarks, learning gains, and overall student achievement and success. She is also responsible for preparing lessons, enforcing rules and classroom behavior, and leading a data driven classroom to maximize instruction.

## 2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

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It is the mission of Banyan Elementary School to involve and work together with all stakeholders (leadership team, teachers, school staff, parents, students, family members, community, and business partners) to establish expectations for all and make decisions for the good of the entire school. Banyan Elementary stakeholders are very involved in the School Improvement Process (SIP) and its development, which helps to strengthen our student academic achievement. During our SIP meetings, parents are informed of their rights to be involved at our school. We review our school's data and identify areas of concern, make decisions on interventions, extended opportunities, review

the accountability for each group, and discuss strategies to improve. Our stakeholders play an integral role in the planning, reviewing, decision-making, and school improvement of schoolwide academics and activities at our school.

### **3. SIP Monitoring**

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

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

### C. Demographic Data

<b>2025-26 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>ELEMENTARY PK-5</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2024-25 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>77.4%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>YES</b>
<b>2024-25 ESSA IDENTIFICATION</b> *UPDATED AS OF 1	<b>N/A</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2024-25 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD)</b> <b>ENGLISH LANGUAGE LEARNERS (ELL)</b> <b>HISPANIC STUDENTS (HSP)</b> <b>ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2024-25: A</b> <b>2023-24: A</b> <b>2022-23: A</b> <b>2021-22: A</b> <b>2020-21:</b>

## D. Early Warning Systems

### 1. Grades K-8

#### Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	62	55	48	48	47	44	0	0	0	304
Absent 10% or more school days	0	2	2	3	2	4	0	0	0	13
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	1	2	5	2	5	0	0	0	15
Course failure in Math	0	1	1	1	2	4	0	0	0	9
Level 1 on statewide ELA assessment	0	0	0	6	8	5	0	0	0	19
Level 1 on statewide Math assessment	0	0	0	2	3	3	0	0	0	8
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	1	6	10	9	9	0	0	0	35
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	1	3	0	2	2	0	0	0	0	8

#### Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	2	2	8	9	8	0	0	0	29

#### Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	2	1	3	0	0	0	0	0	7
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

**Prior Year (2024-25) As Last Reported (pre-populated)**

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days		2	2	2	3	4				13
One or more suspensions										0
Course failure in English Language Arts (ELA)		1	2	5	2	5				15
Course failure in Math		1	1	1	2	4				9
Level 1 on statewide ELA assessment				2	16	12				30
Level 1 on statewide Math assessment					10	6				16
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		9	4	11						24
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)			1	3						4

**Prior Year (2024-25) As Last Reported (pre-populated)**

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	2	4	21	13	8				49

**Prior Year (2024-25) As Last Reported (pre-populated)**

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times										0

## 2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

## **II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))**

## A. ESSA School, District, State Comparison

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

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	69	65	59	71	63	57	63	60	53
Grade 3 ELA Achievement	63	65	59	64	63	58	57	60	53
ELA Learning Gains	73	65	60	73	64	60			
ELA Lowest 25th Percentile	86	62	56	76	62	57			
Math Achievement*	76	72	64	75	69	62	73	66	59
Math Learning Gains	73	66	63	66	65	62			
Math Lowest 25th Percentile	61	59	51	68	58	52			
Science Achievement	72	63	58	71	61	57	68	58	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	72	66	63	64	64	61	58	63	59

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

\*\*Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

## B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	72%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	645
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
72%	70%	66%	67%	51%		66%

\* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

\*\* Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

## C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	53%	No		
English Language Learners	73%	No		
Hispanic Students	71%	No		
Economically Disadvantaged Students	66%	No		

### D. Accountability Components by Subgroup

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

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	69%	63%	73%	86%	76%	73%	61%	72%					72%
Students With Disabilities	41%	30%	67%		55%	50%							73%
English Language Learners	63%	55%	70%	89%	83%	77%	69%	75%					72%
Hispanic Students	68%	63%	73%	85%	75%	72%	59%	71%					72%
Economically Disadvantaged Students	68%	62%	68%		75%	74%	40%	68%					75%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	71%	64%	73%	76%	75%	66%	68%	71%					64%
Students With Disabilities	45%		54%		45%	62%							33%
English Language Learners	66%	59%	74%	82%	70%	62%	58%	61%					64%
Hispanic Students	71%	63%	73%	76%	75%	65%	68%	71%					64%
Economically Disadvantaged Students	69%	65%	72%	77%	67%	57%	56%	66%					59%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	63%	57%			73%			68%					58%
Students With Disabilities	21%				21%			42%					75%
English Language Learners	51%	47%			64%			57%					70%
Hispanic Students	63%	56%			73%			68%					70%
Economically Disadvantaged Students	59%	52%			68%			66%					76%

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

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

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

SUBJECT	GRADE	2024-25 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	59%	60%	-1%	57%	2%
ELA	4	64%	59%	5%	56%	8%
ELA	5	66%	60%	6%	56%	10%
Math	3	74%	69%	5%	63%	11%
Math	4	67%	68%	-1%	62%	5%
Math	5	66%	62%	4%	57%	9%
Science	5	64%	56%	8%	55%	9%

### III. Planning for Improvement

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#### A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

##### Most Improvement

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

---

Based on the 2025 Florida Assessment of Student Thinking (FAST), the data component that showed the most improvement was the lowest 25% in English Language Arts (ELA). The data revealed that the lowest 25% in ELA increased from 76% in 2024 to 86% in 2025 which was a 9 percentage point increase. We attribute the increase to the following new actions taken: data driven instruction, utilization of the district's pacing guide with fidelity to drive instruction, fidelity and implementations of ELA Differentiated Instruction with two Teacher Lead Centers with the a focus on the weakest benchmarks and our L25/35, and our Extended Learning Program Before and After school Tutoring provided from the beginning of the school year. In addition, Grade Level/collaborative planning meetings were conducted on a weekly basis with fidelity.

##### Lowest Performance

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

---

Based on the 2025 Florida Assessment of Student Thinking (FAST), the data component that showed the lowest performance was the Math Lowest 25 percentile which was at 61%. Comparing our Assessment Data in the Lowest 25% to the data in 2024 (68%), there was a 7% decrease. Data trends reveals that the low performance of the Math Lowest 25% has been trending from year to year. There is a need to stabilize implementations and strategies in Math interventions. We attribute our low performance in Math to the lack of data driven instruction, Interventions, and the implementation of Differentiated Instruction with fidelity.

##### Greatest Decline

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

---

Based on the 2025 Florida Assessment of Student Thinking (FAST), the data revealed that the greatest decline was in the Math Lowest 25 Percentile Accountability Component, 61% when compared to 2024 68%. We attribute this decline to inconsistent use of data driven instruction, limited Math Intervention, and the implementation of Differentiated Instruction with fidelity.

### **Greatest Gap**

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

---

Based on the 2025 Florida Assessment of Student Thinking (FAST), the data revealed that all components and performance areas surpassed the state averages. However, our greatest achievement gap when compared to the state in the area of ELA Lowest 25th Percentile (L25). When comparing our school to the state, there is a 30% difference above the state average. The data showed that our school scored at 86% while the State was at 56%.

### **EWS Areas of Concern**

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

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After reviewing the Early Warning Sign/Indicators (EWS), our school has identified two areas of concern: Substantial ELA Deficiency (35) students are deficient in English Language Arts, and students with two or more Early Warning System (EWS) indicators which was (29).

### **Highest Priorities**

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

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Our highest priorities for school improvement during the 2025-2026 school year are: increasing our overall mastery and performance in all content areas. Additional priorities are increasing proficiency in English Language Arts (ELA), including 2nd Grade, increasing the Lowest 25% (L25) percentages in Mathematics, and increasing student attendance.

## B. Area(s) of Focus (Instructional Practices)

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

### Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

### Instructional Practice specifically relating to ELA

#### Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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According to the 2024-2025 FAST PM3 data, 69% of 3rd - 5th grade students were proficient in English Language Arts (ELA) Reading. When comparing this same data to the 2023-2024 FAST results there is a 2 percentage point decrease in proficiency. Based on the data, we attribute this decline to the following: inconsistent use of data driven instruction, limited progress monitoring, and the implementation of Differentiated Instruction with fidelity. Therefore, we will implement the Targeted Element of English Language Arts with a focus on Differentiated Instruction.

#### Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

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Our school's goal is to increase English Language Arts (ELA) proficiency in Grades 3-5 from 2025 FAST PM3 data (68%) to 72% by the 2026 FAST PM3. With the implementation of Differentiated Instruction, an additional 4% of the (for the total of 72%) 3rd-5th grade students will demonstrate proficiency in ELA Reading by the 2025-2026 FAST PM 3 Assessment, June 2026.

#### Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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Monitoring the implementation of Differentiated Instruction (DI) will be done with fidelity. The Leadership Team (Ms. Padron, Principal, Dr. Ferguson, AP, and Grade Level Chairs) will conduct data chats, and follow-up with regular walkthroughs to ensure that differentiation is aligned to current data and being utilized to drive instruction. Administrators will review lesson plans for an indication that Differentiated Instruction groups are being implemented with extra focus on the L25 students. In addition, data analysis of formative assessments will be reviewed monthly to observe progress. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards. Extended learning opportunities in Reading will be provided for students.

**Person responsible for monitoring outcome**

Vanessa Faraldo-Padron, Principal (pr0201@dadeschools.net)

**Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

**Description of Intervention #1:**

Within the Targeted Element of English Language Arts, our school will focus on the Evidence-based Intervention of: Differentiated Instruction. Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. Research demonstrates this method benefits a wide range of students.

**Rationale:**

Differentiation will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their DI Groups, instruction, plans, and instructional delivery as new data becomes available. Students will show evidence of mastery through their assessments and student produced assignments as evidenced by data chats and on-going walkthroughs.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Data Disaggregation

**Person Monitoring:**

Vanessa Faraldo-Padron, Principal  
(pr0201@dadeschools.net)

**By When/Frequency:**

August 14, 2025 - September 26, 2025 (Weekly)

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Teachers will disaggregate 2024-2025 FAST Data to determine skills to focus on during Differentiated Instruction (D.I.). As a result, teachers will develop lesson plans and activities to address the needs of the students and their weaknesses during DI. This implementation will be monitored by classroom walkthroughs, data chats with teachers, reviewing data reports, and DI lesson plans.

**Action Step #2**

Creating Differentiated Instruction Groups

**Person Monitoring:****By When/Frequency:**

Vanessa faraldo-Padron, Principal  
(pr0201@dadeschools.net)

August 14, 2025 - September 26, 2025 (Bi-Weekly)

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Differentiated Instruction (DI) groups will be created using FAST ELA, iReady Diagnostic Assessment results for Reading. In addition, Performance Matters and Reading Assessment reports will be utilized to monitor student progress. As a result, teachers will be able to create DI groups as well as plan and prepare lessons, and implement strategies for remediating or enriching. This implementation will be monitored by classroom walkthroughs, DI lesson plans, DI folders, DI charts, and data reports.

**Action Step #3**

Progress Monitoring and Intervention

**Person Monitoring:**

Vanessa Faraldo-Padron, Principal  
(pr0201@dadeschools.net)

**By When/Frequency:**

August 14, 2025 - September 26, 2025 (Bi-Weekly)

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Intervention groups for Tier 2 and 3 students will be created utilizing the data from 2025 FAST (PM3 and PM1), iReady (AP1), Performance Matters, and Reading Progress Monitoring in order to provide students with 30 additional minutes of instruction. As a result, teachers will be able to implement strategies based on students' weakest benchmarks, reinforce the skills they are lacking, and monitor their progress. This implementation will be monitored by classroom walkthroughs, data chats with teachers, evidence of DI groups, and Intervention data reports.

**Area of Focus #2**

Address the school's highest priorities based on any/all relevant data sources.

**Instructional Practice specifically relating to Math**

**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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According to the 2024-2025 Florida Assessment of Student Thinking (FAST PM3) data revealed that our Lowest 25% in Math scored at 61% as compared to 68% in 2023-2024, which a 7% percentage point decrease. When comparing our 2025 Lowest 25% in Math by Grade Level, both 4th and 5th graders scored at 67%. Therefore, based on the data and the identified crucial needs of our Lowest 25% in Mathematics, we will implement the Targeted Element of Mathematics with a focus on Data Driven Instruction.

**Measurable Outcome**

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

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Our school's goal is to increase Mathematics proficiency of Lowest 25% in Grades 3-5. With the

implementation of Data Driven Instruction, an additional 4% of our (for the total of 65%) 3rd-5th grade Lowest 25% students will demonstrate growth in Mathematics proficiency by the 2025-2026 FAST PM3, June 2026.

### **Monitoring**

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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Progress Monitoring and implementation of strategies will be monitored by the Administration. In addition, the Leadership Team (Ms. Padron, Principal, Dr. Ferguson, AP, and Grade Level Chairs) will conduct data chats, and conduct classroom walkthroughs with fidelity to ensure that data is driving the instruction and differentiation is aligned to current data. Administrators will review lesson plans for indication of differentiation for L25 students. In particular, Data Analysis of formative assessments (Monthly Topic Assessments) of L25 students will be reviewed monthly to observe progress. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth, and being remediated on weakest standards. Extended learning opportunities in Mathematics will be provided for students.

### **Person responsible for monitoring outcome**

Vanessa Faraldo-Padron, Principal (pr0201@dadeschools.net)

### **Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

### **Description of Intervention #1:**

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

### **Rationale:**

The use of Data Driven Instruction will enable teachers to personalize learning, identify and address individual student needs, and improve overall student outcomes by providing targeted support or enrichment. By using assessment data, teachers can make informed instructional decisions, tailoring lessons, creating small groups, and providing relevant feedback, which leads to increased student engagement, understanding, and academic growth. In addition, based on reflective feedback from administrators, classroom walkthroughs, progress monitoring data, and data chats, teachers will continually make adjustments to their instruction. Lesson plans, instructional strategies, and delivery methods will constantly change as new data becomes available.

### **Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Mathematics L25 differentiated Instruction Groups

**Person Monitoring:**

Vanessa Faraldo-Padron, Principal  
(pr0201@dadeschools.net)

**By When/Frequency:**

August 14, 2025 - September 26, 2025 (Weekly)

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

The teacher will disaggregate the 2025 Mathematics FAST PM3 and current data for students. As a result, small groups will be created to Differentiate instruction (DI) and remediate during the Mathematics block. This implementation will be monitored by daily walkthroughs, review of lesson plans, and L25 DI Groupings based on the weakest areas.

**Action Step #2**

Mathematics Student Data Chats

**Person Monitoring:**

Vanessa Faraldo-Padron, Principal  
(pr0201@dadeschools.net)

**By When/Frequency:**

August 14, 2025 - September 26, 2025 (On-going)

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

The teacher will conduct data chats with students based on their 2025 Mathematics FAST PM3 and current data. As a result, students will create data assessment goals for the 2025-2026 school-year. This will empower students to take ownership of their learning, help them understand their progress and identify areas for improvement, and foster critical thinking and data literacy skills. These one-on-one or small group conversations provide a platform for dialogue about scores and performance, allowing students to set personal goals, ask questions, and see the real-world relevance of Mathematics. This implementation will be monitored with fidelity through walkthroughs.

**Action Step #3**

Targeted Support in Mathematics

**Person Monitoring:**

Vanessa Faraldo-Padron, Principal  
(pr0201@dadeschools.net)

**By When/Frequency:**

August 14, 2025 - September 26, 2025 (On-going)

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

To increase test scores for the lowest 25% of students in Mathematics, the teacher will focus on building conceptual understanding, providing targeted support, and ensuring consistent practice through engaging activities. Additionally, the teacher will ensure the implementation of individualized support and small-group instruction to address specific learning gaps and areas of difficulty for struggling learners. As a result, the teacher will be able to capture students' weaknesses and prepare lessons and strategies for remediating. This implementation will be monitored by classroom

walkthroughs, data chats with teachers, and reviewing data reports.

### **Area of Focus #3**

Address the school's highest priorities based on any/all relevant data sources.

#### **Instructional Practice specifically relating to ELA required by RAISE (specific questions)**

##### **Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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According to the 2024-2025 FAST PM3 (STAR Reading) data, 55% of 2nd grade students scored below level 3 in English Language Arts (ELA) Reading as compared to Kindergarten with 25%, and 1st Grade with 18%. When comparing the data results, there was more than a 30% percentage point decrease from Kindergarten (25%) and 1st Grade (18%) with students scoring below level as compared to 2nd Grade students (55%). Based on the data, we attribute this decline to the following: inconsistent use of data driven instruction, limited progress monitoring, and the implementation of Differentiated Instruction with fidelity. Therefore, we will implement the Targeted Element of English Language Arts with a focus on Differentiated Instruction.

##### **Grades K-2: Instructional Practice specifically relating to Reading/ELA**

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After reviewing the 2024-2025 FAST PM3 (STAR Reading) data, it was revealed that our 55% of our 2nd Grade students scored below a level 3 in Reading proficiency, which means only 45% are working on grade level. Moreover, the 2nd Grade data indicates a significant gap in Reading Skills: foundational literacy and comprehension. We attribute these declines to inconsistent Differentiated Instruction and the lack of data driven instruction. During the 2025-2026 school year, we plan to increase 2nd Grade proficiency by implementing DI with structure, routine, and fidelity. In addition, data will be utilized to drive instruction to meet the needs of students and their weakest benchmarks. Differentiated lesson plan will be tailored based on the weakest skill to provide remediation. The teacher will focus on foundational literacy, phonics, building fluency and vocabulary. Progress monitoring will take place on a bi-weekly basis to allow for on-going and consistent reinforcement and remediation. Growth will be monitored throughout the year by DI lesson plans, evidence of DI groups, Progress Monitoring data, and data chats. Instructional classroom walks will be conducted with fidelity to ensure standards-based and data driven instructional delivery.

##### **Grades 3-5: Instructional Practice specifically related to Reading/ELA**

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Based on the 2025 Florida Assessment of Student Thinking (FAST), the data revealed that we do not have any grade levels that meet the criteria for this component.

**Grades K-2: Measurable Outcome(s)**

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Our school's goal is to increase English Language Arts (ELA) proficiency in Grade 2 from 2025 FAST PM3 data (45%) to 51% by the 2026 FAST PM3. With the implementation of Differentiated Instruction, an additional 6% of the (for the total of 51%) 2nd grade students will demonstrate proficiency in ELA (STAR Reading) by the 2025-2026 FAST PM 3 Assessment, June 2026.

**Grades 3-5: Measurable Outcome(s)**

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Based on the 2025 Florida Assessment of Student Thinking (FAST), the data revealed that we do not have any grade levels that meet the criteria for this component .

**Monitoring**

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Monitoring the implementation of 2nd Grade Differentiated Instruction (DI) will be ensured with fidelity. The Leadership Team (Ms. Padron, Principal, Dr. Ferguson, AP, and the Grade Level Chair) will conduct data chats, and follow-up with regular walkthroughs to ensure that differentiation is aligned to current data and being utilized to drive instruction. Administrators will review lesson plans for an indication that Differentiated Instruction groups are being implemented with extra focus on 2nd Grade proficiency. In addition, data analysis of formative assessments will be reviewed monthly to observe progress. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards. Extended learning opportunities in Reading will be provided for students.

**Person responsible for monitoring outcome**

Vanessa Faraldo-Padron, Principal (pr0201@dadeschools.net)

**Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

**Description of Intervention #1:**

Within the Targeted Element of English Language Arts, our school will focus on the Evidence-based Intervention of: Differentiated Instruction. Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. Research demonstrates this method benefits a wide range of students.

**Rationale:**

Differentiation will ensure that teachers are using relevant, recent, and aligned data to plan lessons

that are customized to student needs. Teachers will continually make adjustments to their DI Groups, instruction, plans, and instructional delivery as new data becomes available. Students will show evidence of mastery through their assessments and student produced assignments as evidenced by data chats and on-going classroom walkthroughs.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Data Driven Instruction

**Person Monitoring:**

Vanessa Faraldo-Padron, Principal  
(pr0201@dadeschools.net)

**By When/Frequency:**

August 14, 2025 - September 26, 2025 (Bi-Weekly)

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Teachers will disaggregate 2024-2025 FAST PM3 (STAR Reading) data to determine skills to focus on during Differentiated Instruction (DI). As a result, teachers will develop lesson plans and instructional strategies and activities to address the needs of the students and their weaknesses during DI. This implementation will be monitored by classroom walkthroughs, data chats with teachers, data reports, and DI lesson plans.

**Action Step #2**

Phonics Skills

**Person Monitoring:**

Vanessa Faraldo-Padron, Principal  
(pr0201@dadeschools.net)

**By When/Frequency:**

August 14, 2025 - September 26, 2025 (Weekly)

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Remediation in phonics skills will assist in closing the achievement gap. The teacher will explicitly teach and practice phonics skills, such as identifying long and short vowels, and decoding longer words will help student build fluency and reading comprehension which will increase student Reading scores. This implementation will be monitored by classroom walkthroughs, fluency checks, phonics skills tests, and data reports.

**Action Step #3**

Building Vocabulary

**Person Monitoring:**

Vanessa Faraldo-Padron, Principal  
(pr0201@dadeschools.net)

**By When/Frequency:**

August 14, 2025 - September 26, 2025 (Bi-Weekly)

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Building vocabulary is essential for 2nd graders to improve Reading proficiency. It enables better comprehension, allows for deeper understanding of complex texts, and enhances fluency by reducing

cognitive load. The teacher will utilize strategies to increase reading skills such as: teach new words and their meanings. In addition, use activities with letter magnets to create words, or use sight word flashcards to increase fluency, reading comprehension, and reading skills for student success. This implementation will be monitored by classroom walkthroughs, DI groups, individualized tutoring, and data reports.

## IV. Positive Learning Environment

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### Area of Focus #1

Student Attendance

#### Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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According to the 2025 Student Attendance District/Tiered Comparison data, 66% of our students were absent 0-5 days, 20% were absent 6-10 days and 14% were absent 11 or more days, as compared to the District with 31% with 0-5 days, 28% with 6-10 days, and 41% with 11 or more absences. Based on the data, and identified contributing factors of: student illnesses, family related issues, and immigration, we will implement the Targeted Element of Attendance Initiatives to increase our overall attendance, with a focus on decreasing the numbers students with 0-5 absences.

#### Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

Our school's goal is to increase our overall student attendance with a focus of increasing the number of students with 0-5 absences, and decreasing the percentage students with 6-10 absences(20%). With the implementation of Attendance Initiatives, we will decrease the number of student absences of 6-10 days by 5% (for the total of 15%), by June 2026.

#### Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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The Administration (Ms. Padron, Principal and Dr. Ferguson, AP) along with the School's Registrar, Counselor, Social Worker, and teachers will monitor the daily attendance of all students in Pre-K-5th grades with fidelity. Students will be strongly encouraged to attend school everyday. Student attendance incentives will be offered daily by being present in school. In addition, the "Banyan Attendance Blast Off Rocket" will be placed in the class with 100% for the week. Classes with the most 100% attendance and students who improve their attendance will be recognized and rewarded

with incentives on a quarterly basis. Monitoring this implementation will decrease student absence and increase student achievement.

**Person responsible for monitoring outcome**

Vanessa Faraldo-Padron, Principal (pr0201@dadeschools.net)

**Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

**Description of Intervention #1:**

Within the Targeted Element of Student Attendance, our school will focus on the Evidence-based Intervention of: Attendance Initiatives. Strategic Attendance Initiatives involve close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance.

**Rationale:**

Implementing Student Attendance Initiatives during the school day will ensure that students will improve their attendance. Attendance incentives will increase student motivation, create a more positive school culture, boost attendance rates, and make students happy to attend school. In addition, incentives will help students achieve better academic success; therefore, increasing student attendance and ultimately overall student achievement.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Special Privileges

**Person Monitoring:**

Vanessa Faraldo-Padron, Principal  
(pr0201@dadeschools.net)

**By When/Frequency:**

August 14, 2025 - September 26, 2025 (Weekly)

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Implementing a rewards system of special privileges such as: allowing students with good and/or improved attendance to have extra recess time, sit in a special seat in the classroom, or be first in line will motivate students to attend school regularly. As a result, students will feel valued and happy empowering them to attend school everyday, improving their attendance. This implementation will be monitored by Administration, Teachers, and Staff, attendance reports, classroom walkthroughs, and conversations with teachers.

**Action Step #2**

Improved Attendance

**Person Monitoring:**

Vanessa Faraldo-Padron, Principal  
(pr0201@dadeschool.net)

**By When/Frequency:**

August 14, 2025 - September 26, 2025 (Weekly)

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Allowing students with improved attendance to have a special lunch with a favorite teacher or staff member will motivate and encourage students to attend school more regularly. As a result, students will have increased self-esteem and increased school attendance. This implementation will be monitored by Administration, Teachers, and Staff, attendance reports, classroom walkthroughs, and conversations with teachers.

**Action Step #3**

Student Recognition

**Person Monitoring:**

Vanessa Faraldo-Padron, Principal  
(pr0201@dadeschools.net)

**By When/Frequency:**

August 14, 2025 - September 26, 2025 (Quarterly)

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Student recognition for increased attendance improves academic achievement, fosters a positive school culture by making students feel valued, and encourages better behavior by reducing absences. Acknowledging students' efforts with certificates, both for perfect attendance and improved attendance will explicitly show students that the school values their presence, creating a supportive environment where they feel welcome thereby increasing student and the overall student attendance. This implementation will be monitored by Administration, Teachers, and Staff, attendance reports, classroom walkthroughs, and conversations with teachers.

## V. Title I Requirements (optional)

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### A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

#### Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

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

#### Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

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Throughout the school year all stakeholders meet to discuss the progress of the school and strategies that will positively impact student achievement. All stakeholders are invited to our annual Title I Meeting to learn about the Title I Program and participate in the decision-making process. In order to enhance parent and family engagement, access, advocacy, and build stronger relationships, we have created a shared responsibility with parents, family members, and community stakeholders who provides input and review our school's Parent and Family Engagement Plan (PFEP) which assists in

providing high quality instruction for all learners. Our PFEP is publicly available on our school's website [banyanelementary.net](http://banyanelementary.net)., Main Office, Media Center, and our Parent Resource Center. In addition, parents, families, and other community stakeholders participate in our Educational Excellence School Advisory Committee, PTA, and Banyan Roots Meetings (parent volunteer committee) to share ideas, best practices, and create goals based on the learners' needs to fulfill the school's Mission and Vision.

### **Plans to Strengthen the Academic Program**

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

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The School Improvement Process (SIP) is a fluid document which analyzes data provided by both academic achievement and survey results. The SIP includes areas of focus and action steps which are developed from data disaggregation to improve learners' progress and academic achievement. During the 2025-2026 school year, we plan to increase our overall mastery in all content areas. We plan to improve student achievement in these areas by implementing Differentiated Instruction with fidelity in Reading and Math, conducting two (2) Teacher Lead Centers with a focus on our L25/35 in Reading and Math, providing Extended Learning Programs/Tutoring Before and from the beginning of the school year, and utilizing data with fidelity to drive instruction.

### **How Plan is Developed**

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

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N/A

## **B. Component(s) of the Schoolwide Program Plan**

### **Components of the Schoolwide Program Plan, as applicable**

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

#### **Improving Student's Skills Outside the Academic Subject Areas**

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

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

- The Mental Health Counselor provides counseling for students needing support.
- Individual/Group counseling is provided by the school counselor for students needing behavioral support. Strategies include: anger management, peer mediation, "Rules for Fighting Fair," test taking strategies, mental health, mentoring, and managing test anxiety.
- Implementation of the District's bullying policy with fidelity coordinated by the School Counselor .
- The school counselor coordinates the nominations of students for the "Do the Right Thing" recognition program. Teachers nominate students with outstanding behavior, those making good choices, etc.
- Daily affirmations of positive character traits (Values Matter) are reviewed on the morning announcements and student calendars.
- Values Matter initiative display boards to recognize students exhibiting the monthly core values.

#### **Preparing for Postsecondary Opportunities and the Workforce**

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

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

#### **Addressing Problem Behavior and Early Intervening Services**

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

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

- Parent Conference
- Lunch with an Administrator or Counselor
- Refer to Counselor for Counseling
- Parent Conferences with the Administration
- After School Detention
- Assistance from MDCPS Social Worker providing referrals to outside agencies (if needed)-Mental Health Counselor (if needed)
- Mental Health Assessment Team (if needed) -MTSS Referral (if needed) If further disciplinary action is needed, we will adhere to the proper chain of command which includes meeting with Administration

### **Professional Learning and Other Activities**

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

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

### **Strategies to Assist Preschool Children**

Describe the strategies the school employs to assist preschool children in the transition from early

childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

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

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

## **VI. ATSI, TSI and CSI Resource Review**

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This section must be completed if the school is identified as ATSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

### **Process to Review the Use of Resources**

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

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No Answer Entered

### **Specifics to Address the Need**

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

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No Answer Entered

## VII. Budget to Support Areas of Focus

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Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

**No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00