

Miami-Dade County Public Schools

BANYAN ELEMENTARY SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan was approved by the Dade County School Board on 10/16/2024.

SIP Authority

Section 1001.42(18), 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 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); 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, and as calculated under s. 1008.34(3)(b), 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; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
A school can be identified as CSI in any of the following four ways: <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State’s accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

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 wellbeing.

Provide the school's vision statement

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

B. School Leadership Team

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

Vanessa Faraldo-Padron

Position Title

School Principal

Job Duties and Responsibilities

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

Position Title

Assitant Principal

Job Duties and Responsibilities

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

Maria Segovia

Position Title

Teacher, K-12

Job Duties and Responsibilities

As a classroom instructor and teacher leader, Maria Segovia, 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 grade level chair and as such assists teachers with strategies to facilitate student achievement.

Leadership Team Member #4

Employee's Name

Mercedes Collera

Position Title

Teacher, K-12

Job Duties and Responsibilities

As a classroom instructor and teacher leader, Mercedes Collera, 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 assists teachers with strategies to facilitate student achievement.

Leadership Team Member #5

Employee's Name

Ana Zagales

Position Title

Teacher, K-12

Job Duties and Responsibilities

As a classroom instructor and teacher leader, Ana Zagles, 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, assists teachers with strategies to facilitate student achievement.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

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. (ESEA 1114(b)(2))

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

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.

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. (ESEA 1114(b)(3))

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.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	99.1%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	87.4%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) HISPANIC STUDENTS (HSP) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: A 2022-23: A* 2021-22: A 2020-21: 2019-20:

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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	
Absent 10% or more school days	0	2	2	2	3	4				13
One or more suspensions	0	0	0	0	0	0				0
Course failure in English Language Arts (ELA)	0	1	2	5	2	5				15
Course failure in Math	0	1	1	1	2	4				9
Level 1 on statewide ELA assessment				2	16	12				30
Level 1 on statewide Math assessment				0	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)	0	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)	0	0	1	3						4

Current Year 2024-25

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	1	2	4	21	13	8				49

Current Year 2024-25

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	0	0	0	0	0	0				0
Students retained two or more times	0	0	0	0	0	0				0

Prior Year (2023-24) 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	3	4	1	2	4	3				17
One or more suspensions										0
Course failure in ELA		1	4	4	11	2				22
Course failure in Math		1		4	4	11				20
Level 1 on statewide ELA assessment				19	13	11				43
Level 1 on statewide Math assessment				10	7	10				27
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	3	11	14	19						74

Prior Year (2023-24) 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	10	10	12				33

Prior Year (2023-24) 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					4					4
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

Please note that 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 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	71	63	57	63	60	53	79	62	56
ELA Grade 3 Achievement **	64	63	58	57	60	53			
ELA Learning Gains	73	64	60				75		
ELA Learning Gains Lowest 25%	76	62	57				50		
Math Achievement *	75	69	62	73	66	59	74	58	50
Math Learning Gains	66	65	62				67		
Math Learning Gains Lowest 25%	68	58	52				44		
Science Achievement *	71	61	57	68	58	54	73	64	59
Social Studies Achievement *								71	64
Graduation Rate								53	50
Middle School Acceleration								63	52
College and Career Readiness									80
ELP Progress	64	64	61	58	63	59	70		

*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)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	70%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	628
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
70%	66%	67%	51%		66%	67%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 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.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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	48%	No		
English Language Learners	66%	No		
Hispanic Students	70%	No		
Economically Disadvantaged Students	65%	No		

2022-23 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	40%	Yes	1	
English Language Learners	58%	No		
Hispanic Students	66%	No		

2022-23 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%
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Economically Disadvantaged Students

64%

No

2021-22 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%
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Students With Disabilities

44%

No

English Language Learners

55%

No

Native American Students

Asian Students

Black/African American Students

Hispanic Students

66%

No

Multiracial Students

2021-22 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%
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	64%	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. (pre-populated)

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%

2021-22 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 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	79%		75%	50%	74%	67%	44%	73%					70%
Students With Disabilities	47%		67%		26%	33%	40%						50%
English Language Learners	67%		64%	30%	64%	61%	31%	56%					70%
Native American Students													
Asian Students													
Black/African American Students													
Hispanic Students	78%		74%	47%	73%	66%	44%	74%					70%
Multiracial Students													
Pacific Islander Students													
White Students													
Economically Disadvantaged Students	75%		72%	50%	70%	63%	44%	65%					69%

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	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	50%	56%	-6%	55%	-5%
Ela	4	65%	55%	10%	53%	12%
Ela	5	65%	56%	9%	55%	10%
Math	3	62%	65%	-3%	60%	2%
Math	4	73%	62%	11%	58%	15%
Math	5	65%	59%	6%	56%	9%
Science	5	62%	53%	9%	53%	9%

III. Planning for Improvement

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 2024 Florida Assessment of Student Thinking (FAST), the data component that showed the most improvement was 3rd Grade English Language Arts (ELA). The data revealed that 3rd Grade ELA scores increased from 58% in 2023 to 66% in 2024 which was a 8 percentage point increase. We attribute the increase to the following new actions taken: ELA Professional Learning opportunities on the new B.ES.T. Standards, 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 2024 Florida Assessment of Student Thinking (FAST), the data component that showed the lowest performance and mastery was English Language Arts (ELA) which was at 71%. Comparing our Assessment Data in ELA to the data in 2023 (67%), there was a 4% increase. Although there was an increase, ELA had the lowest performance of all content areas. Data trends reveals that the lowest performance by content area fluctuates from year to year because of the shift in focus. There is a need to stabolize implementations and strategies in ELA. However, we attribute our low performance in ELA to the lack of data driven instruction for the implementation of Differentiated Instruction, teacher attendance and absences, and the short length of time for extended Learning Program/After school Tutoring.

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 2024 Florida Assessment of Student Thinking (FAST), the data revealed that we do not have any components with declines. All performance areas had an increase or remained the same.

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 2024 Florida Assessment of Student Thinking (FAST), the data revealed that there is not an achievement gap when compared to the State. All components and performance areas surpassed the State averages.

EWS Areas of Concern

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

After reviewing the Early Warning Sign/Indicators (EWS), our school has identified two areas of concern: the number of student who scored level 1 (36) on the 2024 ELA FAST PM3, and the Substantial Reading Deficiency which was (44).

Highest Priorities

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

Our highest priorities for school improvement during the 2024-2025 school year are: increasing our overall mastery and performance in all content areas. Additional priorities are increasing learning gains and Lowest 25 (L25) percentages in Mathematics, reducing the number of our Tier 3 students in Reading and Math, and increasing teacher/staff 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 Math

Area of Focus Description and Rationale

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

According to the 2023-2024 Florida Assessment of Student Thinking (FAST PM3) data, less than half (46%) of our 5th grade students made learning gains in Mathematics. When comparing 5th grade to our 3rd and 4th grade learning gains, our 5th graders' learning gains were significantly lower. Based on the data and the identified crucial needs of: effective collaborative planning, Progress Monitoring, and Differentiated Instruction, we will implement the Targeted Element of Mathematics with a focus on Data Driven Instruction.

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.

With the implementation of Data Driven Instruction, an additional 3% of the (for the total of 69%) 3rd-5th grade students will demonstrate learning gains in Mathematics by the 2024-2025 FAST PM3, June 2025.

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.

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 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 (pr0201@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(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:

Differentiated Instruction through the use of Data-Driven Instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to meet the needs of the students. Based on feedback from 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:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Data Driven Instruction

Person Monitoring:

Vanessa Faraldo-Padron
(pr0201@dadeschools.net)

By When/Frequency:

08/12/24-09/27/24 (Bi-Weekly/Ongoing)

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

The teacher will disaggregate the 2024 Mathematics FAST PM3 and current data for class(es). 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 DI Groupings based on the weakest areas.

Action Step #2

Data Chats

Person Monitoring:

Vanessa Faraldo-Padron
(pr0201@dadeschools.net)

By When/Frequency:

08/12/24-09/27/24 (Monthly)

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 2024 Mathematics FAST PM3 and current data. As a result, students will create data assessment goals for the 2024-2025 school-year. This implementation will be monitored with fidelity through daily walkthroughs.

Action Step #3

Progress Monitoring

Person Monitoring:

Vanessa Faraldo-Padron
(pr0201@dadeschools.net)

By When/Frequency:

08/12/24-09/27/24 (Weekly)

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

Differentiated Instruction (D.I.) groups will be created and teacher assigned lessons will be created to remediate and close the learning gap. Teachers will actively utilize and review data reports to monitor student progress for the following programs: iReady, Performance Matters, IXL, and Reflex Math. As a result, teachers will be able to capture students' weaknesses and prepare lessons and strategies for remediating and/or enriching. This implementation will be monitored by daily walkthroughs, data chats with teachers, and reviewing data reports.

Action Step #4

Teacher Data Chats

Person Monitoring:

Vanessa Faraldo-Padron
(pr0201@dadeschools.net)

By When/Frequency:

10/14/24 - 01/17/25 (Quarterly)

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

Administrators will conduct Math Data Chats with teachers to review and discuss the results from FAST PM1 and iReady PM1. As a result, teachers will create new groups based on the data, and set goals to increase our Tier 1 students for Mid-Year (FAST PM2 and iREADY AP2). This implementation will be monitored by daily walkthroughs, data chats with teachers, and reviewing data reports.

Action Step #5

Student Math Data Chats

Person Monitoring:

Vanessa Faraldo-Padron
(pr0201@dadeschools.net)

By When/Frequency:

10/14/24 - 01/17/25 (Quarterly)

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

Teachers will conduct individual Data Chats with their students based on the results from FAST PM1 and iReady AP1. As a result, students will know their data/scores, and will be able to take ownership of it. They will also set goals to improve their scores for Mid-Year (FAST PM2 and iREADY AP2). This implementation will be monitored by daily walkthroughs and reviewing data reports.

Action Step #6

Math Support

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

Vanessa Faraldo-Padron
(pr0201@dadeschools.net)

02/03/25 - 05/23/25 (On-going)

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

Administrators will hire extra hourly personnel (Paraprofessionals) to assist in Math classrooms to provide Math support and assist with small groups/DI for students in the Lowest 25%. As a result, students will receive more individualized assistance which will increase learning gains. This implementation will be monitored with fidelity through daily walkthroughs.

Action Step #7

Reflex Math

Person Monitoring:

Vanessa Faraldo-Padron
(pr0201@dadeschools.net)

By When/Frequency:

02/03/25 - 05/23/25 (On-going)

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

Teachers will implement the Reflex Math supplemental computer software program to help students with their Math fluency skills. As a result, students will increase their fluency skills, moreover, increasing their proficiency rate. This implementation will be monitored by daily walkthroughs and reviewing data reports.

Area of Focus #2

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

Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale

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

According to the 2024 FAST PM3 data, 71% of 3rd - 5th grade students were proficient in ELA Reading. When comparing this same data to the 2023 results there was a 4 percentage point increase proficiency. However, based on the data, there is still a need for our an increase in ELA proficiency. Based on the high number of level 1 and 2 ESOL students and number of students with substantial reading deficiencies (44), we will implement the Targeted Element of Collaborative Planning with a focus on Reading.

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.

With the implementation of collaborative planning, an additional 1% increase (for a total of 72%) in ELA grades 3-5 will demonstrate proficiency by the 2024-2025 FAST PM3, June 2025.

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.

The Leadership Team (Ms. Padron, Principal, Dr. Ferguson, AP, and Grade Level Chairs) will attend collaborative planning meetings, conduct data chats, and follow-up with regular walkthroughs to ensure that collaborative planning meetings are taking place with fidelity. Administrators will review lesson plans for indication of effective collaborative planning with an emphasis of the L25 students. Collaborative planning meetings will be discussed during Leadership Team meetings to ensure students are demonstrating growth and receiving data driven instruction.

Person responsible for monitoring outcome

Vanessa Faraldo-Padron (pr0201@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Within the Targeted Element of English Language Arts Proficiency (ELA), our school will focus on the Evidence-based Intervention of: Collaborative Planning. Collaborative planning and Data Chats, teachers, support staff, and administration analyze student performance data and determine how that information will be used to drive future instruction (incorporation of virtual platforms can be utilized to encourage collaborative data chats). Time is also allotted to discuss activities and strategies teachers have used to remediate and/or enrich students on the assessed standards. Students who are in Rtl or who are identified as fragile are also discussed. This ensures they are receiving the proper support. Data chats are also a time to discuss teacher needs as it relates to additional assistance needed in the classroom, and in what ways both administration and support staff can assist teachers with those needs.

Rationale:

Collaborative Planning will ensure that teachers are meeting with fidelity to share best practices, review student data, and align the standards. It also allows them to collaborate and create lesson plans that are based on standards-based, and data-driven, and customized to student needs. Collaborative Planning will also continuously allow teachers to make adjustments to their instruction, plans, and instructional delivery as new data becomes available. Teachers will execute lessons based on the standard aligned instruction integrating technology to ensure that instructional strategies are targeted to increase student success. 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:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Collaborative Planning

Person Monitoring:

Vanessa Faraldo-Padron
(pr0201@dadeschools.net)

By When/Frequency:

08/12/24-09/27/24 (Weekly)

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

Collaborative planning sessions will take place with fidelity. Teachers will collaborate and plan together on a weekly basis to develop lesson plans and share best practices. As a result, teachers will implement standards based instruction and strategies to increase student proficiency. This implementation will be monitored by walk-throughs and attend Collaborative Planning to ensure their effectiveness.

Action Step #2

Vertical Planning

Person Monitoring:

Vanessa Faraldo-Padron
(pr0201@dadeschools.net)

By When/Frequency:

08/12/24-09/27/24 (Quarterly)

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

Vertical Planning amongst different grade levels will be held quarterly. The first Vertical Planning Meeting will take place on the Professional Learning Day to allow teachers to collaborate, discuss 2024 student test scores, and share best practices to begin the school year. As a result, teachers will be prepared to teach, know their data, and have strategies to initiate in their classes. This implementation will be monitored by attending Vertical Planning sessions.

Action Step #3

Best Practices

Person Monitoring:

Vanessa Faraldo-Padron
(pr0201@dadeschools.net)

By When/Frequency:

08/12/24-09/27/24 (Weekly)

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

During Collaborative Planning Meetings, teachers will share best practices for Differentiated Instruction (DI). They will share resources, DI groupings, DI Plans, and center models. As a result, teachers will ensure that DI is being implemented with fidelity to meet the needs of each student so they will become proficient. This implementation will be monitored by attending Collaborative Planning Meetings and walk-throughs.

Action Step #4

Effective Communication

Person Monitoring:

Vanessa Faraldo-Padron

By When/Frequency:

10/14/24-01/17/25 (Weekly)

(pr0201@dadeschools.net)

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

Successful collaborative meeting planning is essential to promote clear, concise, and timely information sharing. As a result, establishing effective communication and guidelines such as regular check-ins, status updates, and designated channels for specific topics would increase the effectiveness of planning. This implementation will be monitored by attending Collaborative Planning Meetings.

Action Step #5

Lesson Planning

Person Monitoring:

Vanessa Faraldo-Padron
(pr0201@dadeschools.net)

By When/Frequency:

10/14/24-01/17/25 (Weekly)

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

Grade Level Team Members will meet face-to-face to plan the subject content and pedagogy that will best provide teachers with the knowledge and skills to deliver an effective lesson. As a result, the focus will be on the teaching as well as the learning, which will result in effective instructional delivery and student engagement. This implementation will be monitored through classroom walkthroughs.

Action Step #6

Enhanced Creativity

Person Monitoring:

Vanessa Faraldo-Padron
(pr0201@dadeschools.net)

By When/Frequency:

02/03/25 - 05/23/25 (On-going)

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

During collaborative planning, teachers will implement brainstorming sessions with diverse perspectives to spark new ideas and creative approaches to challenges. As a result, this will help them to think outside the box to find solutions to their challenges. This implementation will be monitored by attending Collaborative Planning Meetings.

Action Step #7

Articulation

Person Monitoring:

Vanessa Faraldo-Padron
(pr0201@dadeschools.net)

By When/Frequency:

02/03/25 - 05/23/25 (On-going)

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

Teachers will discuss the 2025-2026 Articulation process, and the skill that students in their grade level must be taught in each subject to prepare them for the next grade level. As a result, student will be prepared with the skill and tools they need to articulate to the next grade level. This implementation will be monitored by attending Collaborative Planning Meetings.

Area of Focus #3

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

Instructional Practice specifically relating to Intervention

Area of Focus Description and Rationale

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

According to the 2024 FAST PM3 Lowest 25% (L25) component, data revealed that our 5th grade students scored 46%. Although there is not any prior year comparison data, less than half (46%) of our 5th grade L25 students were proficient in Mathematics. Therefore, based on the data and the identified contributing factors of: high number of level 1 and 2 ESOL students new to our Country and the number of students with substantial mathematics deficiencies, we will implement the Targeted Element of Intervention with a focus on Mathematics (L25).

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.

With the implementation of Intervention, an additional 4% (for a total of 50%) of the 5th grade Lowest 25 (L25) students will demonstrate proficiency in Mathematics by the 2025 Mathematics FAST PM3, June 2025.

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.

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 Intervention and Differentiation is taking place with fidelity. 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 to ensure proficiency.

Person responsible for monitoring outcome

Vanessa Faraldo-Padron (pr0201@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Within the Targeted Element of Mathematics (L25), our school will focus on the Evidence-based Intervention of: Intervention. Intervention is a strategy used to teach a new skill, build fluency in a skill, or encourage a child to apply an existing skill to new situations or settings.

Rationale:

Mathematics Intervention will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to meet the needs of the students. Based on feedback from classroom walkthroughs, progress monitoring data, and data chats, teachers will continuously make adjustments to their instruction. Lesson plans, instructional strategies, and delivery methods and Differentiated Instruction (DI) will constantly change as new data becomes available to ensure that students are being remediated to close the achievement gap.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:**Rationale:****Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Differentiated Instruction

Person Monitoring:

Vanessa Faraldo-Padron
(pr0201@dadeschools.net)

By When/Frequency:

08/12/24-09/27/24 (Bi-Weekly)

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

Based on the student scores on the 2024 Mathematics FAST PM3 and/or Mathematics Topic Assessments, the teacher will analysis and disaggregate the data. As a result, small groups will be created to differentiate instruction and remediate based on the weakest areas. Progress will be monitored by progress monitoring data, data chats, and walk-throughs.

Action Step #2

Intensive Intervention

Person Monitoring:

Vanessa Faraldo-Padron
(pr0201@dadeschools.net)

By When/Frequency:

08/12/24-09/27/24 (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 using data from FAST, iReady, and

Performance Matters in order to provide students with an 30 additional minutes of daily instruction. Students will receive more individualized, intensive intervention in a pull-out model. As a result, teachers will be able to monitor and reinforce the skills they are lacking. This implementation will be monitored by reviewing data reports, progress monitoring, and walk-throughs.

Action Step #3

Extended Learning Opportunities

Person Monitoring:

Vanessa Faraldo-Padron
(pr0201@dadeschools.net)

By When/Frequency:

08/12/24-09/27/24 (Weekly)

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

Students will be provided extended learning opportunities in Mathematics to enhance their learning by utilizing programs such as iReady, Reflex Math, and IXL. These computerized programs will be implemented to enhance and increase student Math fluency, computation to ensure proficiency.

Action Step #4

Re-Grouping Based on Data

Person Monitoring:

Vanessa Faraldo-Padron
(pr0201@dadeschools.net)

By When/Frequency:

10/14/24-01/17/25 (On-going)

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

Based on the FAST PM1 and iReady AP1 data, teachers will re-group students for intervention based on their weaknesses. Teachers will target the areas of concern by having small Intervention groups to remediate the weakest skill/benchmark. As a result, students will have more individualized instruction allowing them to focus, close the achievement gap, and have learning gains. This implementation will be monitored by classroom walkthroughs and reviewing the data.

Action Step #5

Computerized Instruction

Person Monitoring:

Vanessa Faraldo-Padron
(pr0201@dadeschools.net)

By When/Frequency:

10/14/24-01/17/25 (on-going)

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

Teachers will assign computerized lessons specifically tailored to meet students' need based on the areas of weaknesses in iReady and IXL for Reading and Math. As a result, these teacher assigned lessons will provide additional intervention to assist student to making learning gains and reaching their goals. This implementation will be monitored and achieved by reviewing data reports in iReady and IXL.

Action Step #6

Progress Monitoring

Person Monitoring:

Vanessa Faraldo-Padron
(pr0201@dadeschools.net)

By When/Frequency:

02/03/25 - 05/23/25 (On-going)

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

step:

Teacher/Interventionist will regularly track student progress to assess the effectiveness of interventions and make adjustments as necessary. As a result, Interventions and the skills will be adjusted to meet students' needs. This will ensure that each student receives the appropriate level of support and is making adequate progress towards their goals. This implementation will be monitored and achieved by reviewing data reports, data chats with Intervention teachers, and walkthroughs.

Action Step #7

Planning for Intervention

Person Monitoring:

Vanessa Faraldo-Padron
(pr0201@dadeschools.net)

By When/Frequency:

02/03/25 - 05/23/25 (On-going)

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

Teacher/Interventionist will develop personalized intervention plans for students based on their data, considering their unique needs and learning style. As a result, these plans will focus and tailor assignments on students' levels to close the achievement gap. This implementation will be monitored and achieved by reviewing data reports, Intervention plans, and walkthroughs.

IV. Positive Culture and Environment

Area of Focus #1

Teacher 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.

According to the 2024 District/Tiered Comparison data, 42% of our staff was absent 5.5-10 days and 50% of our staff was absent 10.5 days or more, as compared to the District staff absences with 37% with 5.5-10 days, and 36% with 10.5 or more absences. Based on the data, and identified contributing factors of: staff illnesses, death in the family, and personal days, we will implement the Targeted Element of Mindfulness/Health and Wellness Initiative.

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.

With the implementation of a Health and Wellness Initiative, we will decrease the number of staff absences of 10.5 days or more by 10% (for the total of 40%), by June 2025.

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.

The Administration (Ms. Padron, Principal and Dr. Ferguson, AP) will monitor the attendance of all staff daily with fidelity, encourage all staff to participate in the implementation of the Health and Wellness Initiative Program at our school, and offer rewards and incentives on a quarterly basis for those who improves their attendance. Monitoring this implementation will decrease staff absences and increase student achievement.

Person responsible for monitoring outcome

Vanessa Faraldo-Padron (pr0201@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Within the Targeted Element of Teacher Attendance, our school will focus on the Evidence-based Intervention of: Mindfulness. Mindfulness is the practice of being in a state of active and open attention in the present. Research suggests that in an educational setting, practicing Mindfulness can benefit students' well-being, social skills, ability to focus, and academic performance. Mindfulness may also reduce stress and burnout for teachers and administrators. The key element to successful Mindfulness practices is to incorporate consistent times for practice throughout the school week, as little as 10-15 minutes at a time can be beneficial.

Rationale:

Implementing the Mindfulness Program and Health and Wellness Initiatives during the school day will ensure that teachers reduce their stress levels, improve their mental and physical health, and even increase their overall happiness in life, which will increase the attendance at work.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:**Rationale:****Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:**Action Step #1**

Mindfulness Sessions

Person Monitoring:

Vanessa Faraldo-Padron
(pr0201@dadeschools.net)

By When/Frequency:

08/12/24-09/27/24 (Monthly)

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

Our Mindfulness Champion will facilitate Mindfulness sessions at the beginning of each Faculty Meeting. As a result, the Mindfulness exercises will help teachers to relax and focus, improving their attendance, instructional delivery, and student academic performance. This implementation will be monitored by participation in Mindfulness sessions and daily staff attendance reports.

Action Step #2

Health and Wellness Initiative - Walking Cub

Person Monitoring:

Vanessa Faraldo-Padron
(pr0201@dadeschools.net)

By When/Frequency:

08/12/24-09/27 (Weekly)

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

In collaboration with Mindfulness, an afterschool Walking Club will be implemented for staff members. As a result, stress levels will be reduced which will improve staff morale and attendance. This implementation will be monitored by staff attendance reports and reflective conversations.

Action Step #3

Heathy Snacks

Person Monitoring:

Vanessa Faraldo-Padron
(pr0201@dadeschools.net)

By When/Frequency:

08/12/24-09/27/24 (Monthly)

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

Collaborate with the Cafeteria Manager to provide incentives (healthy snacks) for Mindfulness sessions during Faculty Meetings. As a result, teachers will feel valued and happy empowering them to attend work everyday, improving their attendance. This implementation will be monitored by staff attendance reports and reflective conversations.

Action Step #4

Teacher Recognition

Person Monitoring:

Vanessa Faraldo-Padron
(pr0201@dadeschools.net)

By When/Frequency:

10/14/24-01/17/25 (Quarterly)

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

Teachers will be recognized for having 100% attendance for each grading period. Teachers will receive a Certificate of Attendance during a Faculty Meeting at the end of each grading period. As a result, teachers will feel valued and happy which will increase their work attendance. This will be monitored by reviewing the attendance daily of all employees.

Action Step #5

"Positive Acts"

Person Monitoring:

By When/Frequency:

Vanessa Faraldo-Padron
(pr0201@dadeschools.net)

10/14/24-01/17/25 (Monthly)

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

At the beginning of each Faculty Meetings, teachers will be given the opportunity to recognize colleagues for "Positive Acts". As a result, teachers will feel happy, which will boost their esteem and school culture increasing teacher attendance. This implementation will be monitored through Faculty Meeting Sign-in sheet and "Positive Acts Log".

Action Step #6

School-wide Verbal Recognitions

Person Monitoring:

Vanessa Faraldo-Padron
(pr0201@dadeschools.net)

By When/Frequency:

02/03/25 - 05/23/25 (Weekly)

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

Administrators will make teacher shoutouts on the afternoon announcements for having 100% attendance. As a result, this will boost teacher morale, thereby increasing staff attendance. This implementation will be monitored by attendance sheets.

Action Step #7

Classroom Verbal Praise

Person Monitoring:

Vanessa Faraldo-Padron
(pr0201@dadeschools.net)

By When/Frequency:

02/03/25 - 05/23/25 (Weekly)

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

Administrators will visit classrooms to give verbal recognition and praise to teachers and students for having 100% attendance during the 100% Attendance Challenge Week. This will increase school spirit and increase attendance amongst teachers and students. This implementation will be monitored by teacher and student attendance and classroom visits and walkthroughs.

V. Title I Requirements (optional)

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 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. (ESEA 1114(b)(4))

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

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 and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

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, 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. (ESEA Section 1114(b)(7)(ii))

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 2023-2024 school year, we plan to increase our overall mastery in all content areas. We plan 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 ESSA, 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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

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. (ESEA 1114(b)(7)(iii)(I))

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 supports... 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. (ESEA 1114(b)(7)(iii)(II))

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. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

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. (ESEA section 11149b)(7)(iii)(V)).

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. (ESEA 1114(b)(7)(iii)(V))

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

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

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

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