Biscayne Elementary School

2015-16 School Improvement Plan

Biscayne Elementary School

800 77TH ST, Miami Beach, FL 33141

http://biscayne.dadeschools.net/

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	89%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	93%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	A	C	B

Preliminary Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education 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. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F		**Turnaround Status**
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission at Biscayne Elementary Community School is to provide our students with a comprehensive, innovative, bilingual, international educational program that will empower them to make a positive difference in our school, our community, our country, and in our global society.

Provide the school's vision statement

Our vision at Biscayne Elementary Community School is for our home, school, local and global community to cooperate and collaborate in achieving academic excellence in a safe and healthy environment.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

As an International Baccalaureate (IB) school, we focus on the development of the whole child as an inquirer, both in the classroom and in the world outside. The IB program addresses students' academic, social and emotional well-being, encourages students to develop independence and to take responsibility for their own learning, supports students' efforts to gain understanding of the world and to function comfortably within it, helps students establish personal values as a foundation upon which international-mindedness will develop and flourish.
All teachers take collective responsibility for students' success, work together to unify instruction, and help students learn across all areas. The teachers infuse the content knowledge of these matters as applicable to the appropriate grade levels, including but not limited to the history of the holocaust, history of African Americans, the contributions of Hispanics and Women to our country, the sacrifices of Veterans and Haitian Heritage.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Biscayne Elementary Community School, supports a shared responsibility for student success through the involvement of students, staff, families, and the community. In our school we establish a safe, supportive, respectful and productive learning environment for all students and staff by celebrating global diversity as an essential asset for learning. Our dedicated staff focuses on developing the IB learner with the following attributes: Knowledgeable, Caring, Balanced, Inquirer, Risk-Taker, Communicator, Principled, Open-Minded, Thinker, and Reflective.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Biscayne Elementary Community School, follows the Code of Student Conduct (COSC) as set by Miami-Dade County Public Schools in order to promote and maintain a safe learning environment. Teachers and staff model and practice each of the behavioral expectations throughout the year. The District Core Values which include Citizenship, Cooperation, Fairness, Honesty, Integrity, Kindness, Pursuit of Excellence, Respect, and Responsibility are incorporated into the curriculum. One value is

emphasized each week through morning announcements, classroom presentations, small group discussions, and/or parent conferences. Teachers follow progressive discipline with established protocols for all disciplinary incidents. Clear behavioral expectations are shared with all students via assemblies, school-wide signs, parent meetings and letters, morning announcements. Additionally, the IB Learner Profile attributes and Attitudes are highlighted in the monthly calendar and during activities conducted throughout the school. The school social worker meets with identified students and provides strategies that promote positive reinforcement. The Miami Beach Police Liaison visits with students and provides lessons associated with behavior management techniques and coping strategies.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Administrators engage with the school social worker to assist in providing a differentiated delivery of services based on student/school need. A School Discipline Committee is in place to address alternatives to suspension. Disciplinary actions include but are not limited to: removal of privileges, denial/non-participation in school/extracurricular activities and time-out. Students with excessive unexcused absences will be referred to the counselor or Community Involvement Specialist. Parent Workshop Meetings are held to develop strategies and goals to help improve student attendance. The IB program, addresses students' academic, social and emotional well-being, encourages students to develop independence and to take responsibility for their own learning, supports students' efforts to gain understanding of the world and to function comfortably within it, and helps students establish personal values as a foundation upon which international-mindedness will develop and flourish.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The leadership team meets on a regular basis to analyze data and identify students who have attendance, behavioral or academic concerns. Students are moved through the multi-tiered system of supports in all areas as needed. Some of the indicators reviewed include:
- Attendance below 90%
- Course failure in English Language Arts and/or mathematics for possible retention
- Level 1 scores on the English Language Arts and/or mathematics assessments.
- Excessive absences (Excused & Unexcused)
- F in a Core Subject.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	23	16	10	19	9	23	100
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	5	17	5	9	8	2	46
Level 1 on statewide assessment	0	0	0	32	17	14	63

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Biscayne Elementary Community School, uses various early warning indicators based on readily accessible data which help promote student success. We systematically collect data on academic performance in diverse assessments and utilize all available information to look for patterns and identify school climate issues that may contribute to possible issues related to low academic performance. Students are generally identified as working above, at (proficient), or below grade level. Administrators and teachers conduct ongoing progress monitoring and data chats to identify and help develop individualized plans for students in jeopardy of failing and for every student to ensure academic, social, and behavioral success. Students who are retained also receive individual and/or group counseling. Students scoring below proficiency levels on standardized assessment are monitored and provided additional assistance in core subjects. Differentiated Instruction is provided at all grade levels for both reading and mathematics. Parent meetings are held to develop strategies and goals to help improve student attendance.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?
Yes

PIP Link
The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/48348.

Description
A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The Community School here at Biscayne Elementary provides a variety of programs to students, including afterschool, ballet, computer training, and self-defense classes as well as educational courses for adults.strives to involve all families and community partners. The entire staff works towards building strong external relationships by seeing parents and community businesses as partners in helping students learn. Biscayne Elementary Community school creates a welcoming environment for all parents and community business leaders by greeting them warmly when they call or visit the school. Staff members maintain regular, open communication with parents about how they can assist their children at home. There is a common understanding that teachers and parents are partners and must work collaboratively to increase student learning. Every effort is made to ensure parents are active participants in their child's schooling. Parents are encouraged to volunteer their time to support the school.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Villalba-Belusic, Karen	Principal
Santana-Vega, Karmenchu	Assistant Principal
Borges, Josefina	Instructional Coach
Herrera, Ana	Instructional Coach
Levey, Kelsey	Other
Maestre, Debbie	Attendance/Social Work

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The Leadership Team at Biscayne Elementary Community School:
• Monitors and adjusts the school's academic and behavioral goals through data gathering and data analysis.
• Monitors the fidelity of the delivery of instruction and intervention.
• Provides levels of support and interventions to students based on data.
• Considers data for the end of year Tier 1 problem solving process
The school based Leadership Team at Biscayne Elementary Community School is comprised of the following individualsl
• Ms. Karen Belusic, Principal
Mr. Edric Valdes, Assistant Principal
• Ms. Santana-Vega, Assistant Principal
• Dr. Josefina Borges, Instructional Coach
• Ms. A. Herrera, Instructional Coach
• Ms. Debbie Maestre, Social Worker
• Ms. Kelsey Levey, Speech Pathologist
• Ms. Marla Willis, School Psychologist

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:
1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive

response? (MTSS problem solving process and monitoring progress of instruction)

5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.

6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.

7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

1. Review OPM data for intervention groups to evaluate group and individual student response.

2. Support interventions where there is not an overall positive group response

3. Select students (see SST guidelines) for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year.to The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

Title I, Part A

Biscayne Elementary Community School provides services to ensure students requiring additional remediation are assisted through in school tutoring, after school programs, and or summer school. The district coordinates with Title II and Title III in ensuring Biscayne Elementary School's staff development needs are provided. Support services are provided to Biscayne Elementary School Students. Curriculum Coaches develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student needs, while working with district personnel to identify appropriate, evidence-based intervention strategies ; assist with whole school screening programs that provide early intervening services for children to be considered "at risk", assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include extensive Parental Programs. Programs include: an alcohol awareness and prevention program provided by Informed Families through the Florida Partnership; Project Phase, a drop-out prevention program sponsored by the City of Miami Beach through the Children's Trust; and the Miami Beach Service Partnership Project: Achievement Plan.

Title I, Part C- Migrant

The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

Title I, Part D

The District receives funding to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs

Title II

The District uses supplemental funds for improving basic education at Biscayne Elementary Community School as follows:

• Training to certify qualified mentors for the New Teacher (MINT) Program.

• Training for add-on endorsement programs, such as Reading, Gifted and ESOL.

• Training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

Services are provided through the district for educational materials and ELL district support services to improve the education of immigrant and English Language Learners in the areas of Reading and Math via before and after-school tutoring.

Title VI, Part B - NA

Title X- Homeless

The Homeless Assistance Program is available to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.

• Upon identification and classification of a student as homeless, Biscayne Elementary is eligible to receive services and will do so.

• Project Upstart, Homeless Children & Youth Program will assists the school with the identification, enrollment, attendance, and transportation of homeless students.

• The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.

• Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.

• Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.

• Project Upstart will be proposing a 2011 summer academic enrichment camp for students in several homeless shelters in the community, pending funding.

• The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

• Biscayne Elementary will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

Biscayne Elementary Community School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

Biscayne Elementary Community School offers a non-violence and anti-drug program to students that incorporate field trips, community service, drug tests, peer mediation, and counseling. Additionally, the City of Miami Beach provides a Police Liaison that educates students in non-violence and anti-drug programs to ensure safety for all students.

Nutrition Programs

1) Biscayne Elementary Community School adheres to and implements the nutrition requirements stated in the District Wellness Policy.

2) Nutrition education, as per state statute, is taught through physical education.

3) Biscayne Elementary Community School's Food Service Program, school breakfast, school lunch and After Care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District Wellness Policy.

Housing Programs - N/A

Head Start

Biscayne Elementary Community School's Head Start program is available through Title I funds. Joint activities, including professional development and transition processes, are shared. Through affiliating agreements, the Summer VPK program is provided at Head Start sites.

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Ana Hererra	Teacher
Josefina Borges	Teacher
Alex Kurkin	Business/Community
Alexandra Cendeno	Parent
Angela Ramsingh	Teacher
Aurora Zayas	Education Support Employee
Daisy Herrera-Kall	Business/Community
George Pardo	Business/Community
Jose Chorens	Business/Community
Karen Alfonso	Parent
Kimberly Martin	Education Support Employee
Maria Iglesias-Ramesar	Teacher
Rafael Oviedo	Teacher
Tanya Diaz	Teacher
Teo Palmieri	Parent
Vivianna Padron	Teacher
Karmenchu Santana-Vega	Principal
Corinne Boulos	Teacher
Celestino Lopez	Teacher
Nancy Cordova	Business/Community
Roberto Loa	Business/Community
Officer DeVarona	Business/Community
Karen Villalba-Belusic	Principal
Greis Ibarra	Student
Gael Borges	Student
Lourdes Villalobos	Parent
Hady Perez	Parent
	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

During the first EESAC meeting, the committee review last year's School Improvement Plan and the strategies it entails, as it relates to the performance data of the school on state assessments, for the previous year. The overall effectiveness of the strategies and goals are assessed.

Development of this school improvement plan

The involvement of the EESAC in the development of this SIP was to assure that a portion of funds provided in the annual General Appropriations Act would be used for implementing the school

improvement plan.
In addition, to provide tools and resources to ensure compliance and provide financial and budgetary information

Preparation of the school's annual budget and plan

During the first EESAC meeting the budget was presented to the committee. A review of the previous year's activities were discussed. Data from last year was dissected by grade level. A discussion of the academic goals were discussed and possible strategies/activities were discussed to fund for this school year. Stakeholders were invited to complete request forms for EESAC funding to implement incentives/activities to increase student achievement.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The EESAC Funds were used to support school-wide tutoring programs and to purchase the materials needed for those programs. In addition, the funds were utilized to purchase curricular resources, science resources. Chapter books, writing mentoring text, and science supplies were purchased with funds.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Villalba-Belusic, Karen	Principal
Santana-Vega, Karmenchu	Assistant Principal
Borges, Josefina	Instructional Coach
Levey, Kelsey	Other
Herrera, Ana	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

Principal:
Provides a common vision for the use of data-based decision-making, ensures that the school based team is properly implementing RtI, conducts assessment of RtI skills of school staff, ensures the implementation ofintervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and actions.
Assistant Principal:
Assists the principal in ensuring the school-based team implements RtI, conducts assessment of RtI skills of the staff, ensures the implementation of intervention support and documentation ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and actions.
Instructional Coaches Reading/Math/PBS
Develops, leads, and evaluates school core content standards/programs. Identifies systematic

patterns of student needs wile working with ETO personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Provide classroom follow-up on best practices and use the coaching cycle to support teachers.

Language/Speech Pathologist:

Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides technical assistance for problem solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision-making activities.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Teachers in each grade level have planning times in the master schedule in common, encouraging teachers to plan together and collaborate. Teachers plan with instructional coaches, where they receive guidance and refine their instructional teaching practices. During common planning sessions, teachers discuss strategies, lessons and activities that are aligned to the daily learning targets. Lesson Studies/ Peer Observations are conducted to refine and enhance instructional practices. Professional Learning Communities (PLC) are conducted throughout the school year to increase teachers conceptual understanding of content and teachers are enabled to see best practices in action.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

In order to retain highly qualified teachers the Principal will hold regular meetings for new teachers. The Assistant Principal will partner new and veteran teachers in order to provide support. Recruitment strategies include the school principal establishing partnerships with local universities in reference to intern opportunities as well as solicit referrals from current school and district employees for new teachers.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

The school's mentoring plan consists of pairing a new teacher with veteran teacher from the same grade level. The rational for this pairing is to allow for the mentor and mentee to share common planning time in order to assist the mentee teacher with planning, record maintance, and instructional strategies. Classroom visitations, modeling of effective teaching strategies can be better shared within the same grade level.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The school uses the instructional programs and materials from McGraw Hill (Reading) and Houghton Mifflin Harcourt (Math) which was adopted and supported by the district. Biscayne Elementary

ensures that teachers unwrap the Florida standards during common planning in order to plan, discuss and ensure the curriculum is in alignment to the standards. This supports a deeper level of comprehension.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Based on formal and informal assessments, teachers and instructional coaches analyze assessment results to homogenously group students based on their instructional needs to provide differentiated learning opportunities. During this differentiation of instruction, the students are provided with the opportunity to work with the teacher or interventionist within a small group setting; remediate deficiencies and enrich skills thorough the use of instructional center activities and technology programs.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 16,200

Biscayne Elementary Community School's after school program reinforces students' daily lessons. After School personnel accesses web pages related to the subjects the students are studying to obtain additional information. Afterschool personnel access Houghton Mifflin Harcourt' ThinkCentral. In addition students
have access to educational Software; Success Maker, Gizmo, Brain Pop, Tumble Books
The after school program also provides Enrichment programs providing Chess, Soccer, Arts 4 Learning, Ballet and Cardio Defense.

Strategy Rationale

Instruction in core academic subjects and Enrichment activities contribute to a well-rounded education.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Santana-Vega, Karmenchu, ksantana-vega@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The after-school assistant principal collects and analyzes the results of students Baseline and pretest scores of students enrolled in the after-school program. She monitors the students quarterly and interim to determine what tutoring groups. She will use the Grade K-2 SAT and Grades 3-5 FCAT Assessments as summative assessments.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Biscayne Elementary Community School provides orientations, tours, and individual parent and staff meetings for neighboring school PK and K students (Head Start, Private and Public). Half day orientations are planned and conducted where the students and parents visit the school and classrooms to see the daily routine for the students. Additionally, information is provided for all parents in the front office, via written, verbal, and ConnectEd messages. Additional information is provided by the distribution of "Smooth Sailing" kindergarten preparation brochures and other documents to interested parents throughout the year. All incoming ELL students are assessed by an online CELLA Assessment and program placement is determined by individual students' need. Title I Administration assists the school by providing supplemental funds beyond the State of Florida's funding of Voluntary Pre-Kindergarten (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to acquire knowledge through initiatives shared with supportive adults. In selecting school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program. HIPPY provides in-home training for parents to become more involved n the educational process of their three- and four-year old children.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

NA

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

NA

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

NA

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

NA

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   To increase student achievement by improving core instruction in all content areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. To increase student achievement by improving core instruction in all content areas. `1a`

Targets Supported `1b`

🔍 G070652

Indicator	Annual Target
AMO Math - All Students	
FSA Mathematics - Achievement	62.0
Math Gains	86.0
Math Lowest 25% Gains	87.0
FAA Mathematics Achievement	80.0
AMO Reading - All Students	
FSA English Language Arts - Achievement	38.0
ELA/Reading Gains	81.0
ELA/Reading Lowest 25% Gains	90.0
FAA Reading Proficiency	75.0
CELLA Listening/Speaking Proficiency	55.0
CELLA Reading Proficiency	35.0
FCAT 2.0 Science Proficiency	54.0
CELLA Writing Proficiency	36.0
AMO Reading - African American	
AMO Reading - ELL	
AMO Reading - SWD	

Resources Available to Support the Goal `2`

- Weekly Common Planning Sessions to gain an understanding of the curriculum; professional learning communities; use of McGraw-Hill Resources; Promethean Boards; Renaissance Learning; Waterford Learning, Reflex Math, Think Central

Targeted Barriers to Achieving the Goal `3`

- Lack of student engagement and opportunities for differentiated instruction to meet the needs of all learners.

Plan to Monitor Progress Toward G1. `8`

Data that will be utilized to monitor progress will include District Interim assessments, formative and summative assessments, weekly unit assessments, iReady Reading and Math program, and Reflex Math program.

Person Responsible
Josefina Borges

Schedule
Weekly, from 10/2/2015 to 5/27/2016

Evidence of Completion
Data disaggregation of District Interim Assessments and summative, FSA, EOC, FCAT or FAA as appropriate, formative and summative assessment results,weekly unit assessment results, iReady student data reports, and Reflex Math student data reports

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

G1. To increase student achievement by improving core instruction in all content areas. `1`

🔑 G070652

G1.B1 Lack of student engagement and opportunities for differentiated instruction to meet the needs of all learners. `2`

🔑 B184102

G1.B1.S1 Use data, across all content areas, to set goals, determine sound instructional practices based on research, and differentiate instruction to meet the various needs of students. `4`

🔑 S195678

Strategy Rationale

Students individual needs could be met through effective implementation of small group differentiated instruction.

Action Step 1 `5`

Provide professional development across all content areas, by grade level on the use of data to create flexible groups and identification of resources aligned to students' needs, within guided groups.

Person Responsible

Ana Herrera

Schedule

Biweekly, from 9/8/2015 to 5/27/2016

Evidence of Completion

Agenda/Sign-in sheet, Walkthroughs

Action Step 2 5

Implement effective planning across all content areas, inclusive of data to differentiate instruction aligning resources available. Debrief with teachers.

Person Responsible

Karen Villalba-Belusic

Schedule

Daily, from 9/14/2015 to 5/27/2016

Evidence of Completion

Lesson Plans with evidence of Differentiation, Student Data, Data Chats, Walkthroughs, and IPEGS Observations.

Action Step 3 5

Identify model classrooms across all content areas as support for implementation of differentiated instruction.

Person Responsible

Karen Villalba-Belusic

Schedule

Weekly, from 9/14/2015 to 5/27/2016

Evidence of Completion

Observation notes/logs, Debriefing with administration

Action Step 4 5

Conduct coaching cycles and model implementation of small group instruction aligned to data across all content areas.

Person Responsible

Josefina Borges

Schedule

Monthly, from 9/14/2015 to 5/27/2016

Evidence of Completion

Coaching Logs, CSS Logs

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Participate in the Professional Development, observing for active participation and engagement from teachers. Participation in planning sessions by grade level listening for conversations about how to differentiate based on needs; observation of the implementation of plans, including small group differentiated instruction. Observation of differentiated instruction in the model classrooms prior to peer observations. Exchange feedback with coaches and supported teachers to ensure their needs were met.

Person Responsible

Karen Villalba-Belusic

Schedule

Weekly, from 9/14/2015 to 5/27/2016

Evidence of Completion

Walkthrough Data, Administrative Meeting Notes, Lesson Plans, Student Journals

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Participate in the Professional Development, observing for active participation and engagement from teachers. Participation in planning sessions by grade level listening for conversations about how to differentiate based on needs; observation of the implementation of plans, including small group differentiated instruction. Observation of differentiated instruction in the model classrooms prior to peer observations. Exchange feedback with coaches and supported teachers to ensure their needs were met.

Person Responsible

Karen Villalba-Belusic

Schedule

Weekly, from 9/14/2015 to 5/27/2016

Evidence of Completion

Results of District Interim Assessments and summative, FSA, EOC, FCAT or FAA as appropriate.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Provide professional development across all content areas, by grade level on the use of data to create flexible	Herrera, Ana	9/8/2015	Agenda/Sign-in sheet, Walkthroughs	5/27/2016 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	groups and identification of resources aligned to students' needs, within guided groups.				
G1.B1.S1.A2	Implement effective planning across all content areas, inclusive of data to differentiate instruction aligning resources available. Debrief with teachers.	Villalba-Belusic, Karen	9/14/2015	Lesson Plans with evidence of Differentiation, Student Data, Data Chats, Walkthroughs, and IPEGS Observations.	5/27/2016 daily
G1.B1.S1.A3	Identify model classrooms across all content areas as support for implementation of differentiated instruction.	Villalba-Belusic, Karen	9/14/2015	Observation notes/logs, Debriefing with administration	5/27/2016 weekly
G1.B1.S1.A4	Conduct coaching cycles and model implementation of small group instruction aligned to data across all content areas.	Borges, Josefina	9/14/2015	Coaching Logs, CSS Logs	5/27/2016 monthly
G1.MA1	Data that will be utilized to monitor progress will include District Interim assessments, formative and summative assessments, weekly unit assessments, iReady Reading and Math program, and Reflex Math program.	Borges, Josefina	10/2/2015	Data disaggregation of District Interim Assessments and summative, FSA, EOC, FCAT or FAA as appropriate, formative and summative assessment results,weekly unit assessment results, iReady student data reports, and Reflex Math student data reports	5/27/2016 weekly
G1.B1.S1.MA1	Participate in the Professional Development, observing for active participation and engagement from teachers. Participation in planning sessions by grade level listening for conversations about how to differentiate based on needs; observation of the implementation of plans, including small group differentiated instruction. Observation of differentiated instruction in the model classrooms prior to peer observations. Exchange feedback with coaches and supported teachers to ensure their needs were met.	Villalba-Belusic, Karen	9/14/2015	Results of District Interim Assessments and summative, FSA, EOC, FCAT or FAA as appropriate.	5/27/2016 weekly
G1.B1.S1.MA1	Participate in the Professional Development, observing for active participation and engagement from teachers. Participation in planning sessions by grade level listening for conversations about how to differentiate based on needs; observation of the implementation of plans, including small group differentiated instruction. Observation of differentiated instruction in the model classrooms prior to peer observations. Exchange feedback with coaches and supported teachers to ensure their needs were met.	Villalba-Belusic, Karen	9/14/2015	Walkthrough Data, Administrative Meeting Notes, Lesson Plans, Student Journals	5/27/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. To increase student achievement by improving core instruction in all content areas.

G1.B1 Lack of student engagement and opportunities for differentiated instruction to meet the needs of all learners.

G1.B1.S1 Use data, across all content areas, to set goals, determine sound instructional practices based on research, and differentiate instruction to meet the various needs of students.

PD Opportunity 1

Provide professional development across all content areas, by grade level on the use of data to create flexible groups and identification of resources aligned to students' needs, within guided groups.

Facilitator

Dr. Borges, Coach; Ms. Herrera, Lead Magnet Teacher

Participants

Instructional Staff

Schedule

Biweekly, from 9/8/2015 to 5/27/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	Provide professional development across all content areas, by grade level on the use of data to create flexible groups and identification of resources aligned to students' needs, within guided groups.			$0.00
2	G1.B1.S1.A2	Implement effective planning across all content areas, inclusive of data to differentiate instruction aligning resources available. Debrief with teachers.			$9,800.00

	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	General Fund		$2,250.00
			Notes: Part-Time Tutors to assist in differentiated instruction			
			District-Wide	Other		$2,800.00
			Notes: IXL computer program			
			District-Wide	Other		$2,500.00
			Notes: McGraw-Hill Resources			
			District-Wide	Title I Part A		$2,250.00
			Notes: Part-Time Tutors to assist in differentiated instruction			

3	G1.B1.S1.A3	Identify model classrooms across all content areas as support for implementation of differentiated instruction.			$0.00
4	G1.B1.S1.A4	Conduct coaching cycles and model implementation of small group instruction aligned to data across all content areas.			$0.00
				Total:	$9,800.00