

Miami-Dade County Public Schools

Biscayne Gardens Elementary



2015-16 School Improvement Plan

Biscayne Gardens Elementary

560 NW 151ST ST, Miami, FL 33169

<http://bge.dadeschools.net/>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	94%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	100%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	F	D	D

**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>.

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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
Priority	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 Gardens Elementary Schools is to provide the essential energy necessary to develop academic skills, habits of mind, and character traits necessary to reach the highest potential of the school community. Biscayne Gardens Elementary School strives to maintain high expectations of excellence for all students, teachers, and through quality instruction, fostering a lifelong love of learning while developing responsible and productive citizens for the twenty-first century.

Provide the school's vision statement

Our vision for Biscayne Gardens Elementary School consists of a team of students, parents, staff, community leaders and other stakeholders working cooperatively to utilize a high standard of excellence in order to develop each student's unique potential intellectually, physically, and emotionally; provide self-esteem and confidence; prepare our students to be responsible citizens and effective problem solvers; provide a safe learning environment; and increase parental involvement in all facets of their children's development.

School Environment

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

The school incorporates the use of the PTSA, 5,000 Role Models, Brains and Beauty (BABS), Home Visits conducted by our Community Involvement Specialist and our school Social Worker, Parent Academy Workshops, and various trainings on numerous content areas and topics, and in collaboration with the Miami-Dade Communities In Schools Program.

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

In order to create a feeling of security before school, the school has morning security and early admittance breakfast programs. During school, security is utilized and school admittance is monitored due to the fact that alternative access doors are locked. In addition, students have the opportunity to meet with a counselor if needed or participate in positive behavior reinforcement programs. Before and after school plans are in place that include security personnel, along with teacher and administration monitoring students during this time.

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

Faculty and Staff Protocols:

1. Teachers document progressive strategies utilized for students.
2. Teachers request specific strategies from the Pre-Referral Intervention Manual from the Assistant Principal (Rtl Tier I or Tier II) 4 week monitoring periods.
3. Teachers submit a Request for Assistance to Assistant Principal
4. The school psychologist observes students and provides assistance.
5. A School Support Team meeting is scheduled with the M-Team to develop Rtl Tier III interventions.

6. RtI Tier III interventions are monitored and evaluation is considered if the student does not show progress.
7. Referral to proper educational placement through the district.
8. On-going in house Conscious Discipline training for Tier III teachers will ensue.
9. The school will continue implementation of the ICARE Action Plan.
10. The students and teachers compete for the Best Bulldog Behavior while they are in the cafeteria. Students and teachers are rewarded monthly, for having the most days of Model Student Behavior in the cafeteria.
11. School wide implementation of the Values Matter Initiative - involving staff and students
For Students:
 1. School-wide rules are enforced and followed.
 2. Students are randomly selected for exhibiting model student behavior (Lunch Bunch)
 3. School Counselor implements Student Peer Mediation Program.
 4. Students participate in Opening of School Grade Level Expectation assemblies for students and staff.
 5. Parents receive an informational letter explaining the Code of Student Conduct to be signed and returned to school for placement in students' cumulative folder.
 6. Values Matters Core Values and school-wide rules are read on morning announcements with class discussion follow-up.
 7. Fifth Grade Boys are offered the 5,000 Role Models of Excellence program.
 8. Students can participate in Safety Patrols, Florida Future Educators of America, and Youth Crime Watch programs.
 9. Brains & Beauty- girls mentor program for 4th & 5th grade students through Communities In Schools coordinator.
 10. Grades 1-5 may participate in the Cool Birds program and receive small-group counseling for anger management and coping skills.
 10. Students who repeatedly commit Code of Student Conduct offenses will be placed on the Extra Curricular/Field Trip/School Non-Participation list and be suspended from school-wide responsibilities.
 11. The students and teachers compete for the Best Bulldog Behavior while they are in the cafeteria. Students and teachers are rewarded monthly, for having the most days of Model Student Behavior in the cafeteria.

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

The school provides: individual counseling, small-group counseling, peer mediation, and academic advisement. In addition, the school collaborates with: Learning for Life, Youth Crime Watch, Miami-Dade Police Department, Parent Academy and Communities In Schools. The Communities in Schools services provide our students with tutoring, mentoring, after-school programs, counseling, family therapy, gang alternatives, grade monitoring, attendance monitoring, health care assistance, and family needs assistance.

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

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics

A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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	25	5	9	14	11	11	75
One or more suspensions	0	0	0	0	4	0	4
Course failure in ELA or Math	20	15	13	52	19	8	127
Level 1 on statewide assessment	0	0	0	68	44	56	168

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	2	12	29	1	21	20	85

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

If students are identified by the early warning system they attend individual or small-group counseling, families are contacted and connected with the guidance counselor, school social worker and community involvement specialist, for assistance in addressing the root cause of the issues. Teachers of the identified students are immediately informed of the concerns that are targeted, as well as the contact that is made with the families in order to increase teacher and parent communication.

In addition, students attend data-driven reading intervention classes to assist in closing the gaps which are inhibiting student achievement. Teachers also provide differentiated teacher led center time for students in both reading and math content areas on a daily basis. Furthermore, the students will be offered tutorial services, which include Early Bird, Saturday Academy, and Spring Recess Academy.

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/192472>.

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 school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement by actively pursuing companies that would be interested in partnering with the school. In addition, the school has an ESSAC committee that also recruits support from the community in an effort to partner with the school in order to provide various resources and incentives that may be deemed necessary to increase overall student academic and social success.

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
Riera, Deborah	Principal
Griffith, Meisha	Assistant Principal
Kapcoe, Mary	Instructional Coach
Person, Keisha	Instructional Coach
Fleureme, Emane	Guidance Counselor
Dinkins, Princess	Instructional Coach

Duties

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

MTSS/RtI Leadership Team is an extension of the school's Leadership Team, which is strategically integrated in order to support the administration through a process of problem solving of issues and concerns that may arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention.

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

1. MTSS/RtI leadership is vital, therefore, in building our team we have considered the following:
 - Administrator(s) who will ensure commitment and allocate resources;
 - Teacher(s), Instructional Coaches, and Liaisons who will extend and report on meeting goals of the Leadership Team at grade level, subject area, and intervention group and problem solving.
 - Team members who will meet to review consensus, infrastructure, and implementation of building level.
2. The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted. These individuals are chosen for their diverse input at various levels of education, such as:

- School reading and math instructional coaches
- Special education personnel
- School guidance counselor
- School psychologist
- School social worker
- Grade Level/Department Chairpersons
- Members of advisory group
- Community stakeholders

3. MTSS/RtI is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. RtI uses increasingly more intense instruction and interventions.

- The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
- The second level of support consists of supplemental instruction and interventions that are 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.
- The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.

There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data. The RtI four step problem-solving model will be used to plan, monitor, and revise instruction and intervention. The four steps are problem identification, problem analysis, intervention implementation, and response evaluation.

Title I, Part A

At Biscayne Gardens Elementary School, services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The District coordinates with Title II and Title III in ensuring staff development needs are provided to students and their families. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as a bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourages parents to support their child's education, provides materials, and encourages parental participation in the decision making processes at the school site. 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 intervention 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. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process, the life of the school and the Title I Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program and special support services to special needs populations; such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

The school provides services and support to migrant students and parents. 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. Students are also provided extended learning opportunities (after-school and summer school) by the Title I, Part C, Migrant Education Program.

Title I, Part D

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

Title II

The District uses supplemental funds improving basic education as follows:

- training to certify quality mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, 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 English Language Learners by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- reading and supplementary instructional materials(K-12)
- professional development on best practices for ESOL and content area teachers

Title VI, Part B - NA

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification if a student as homeless.
- 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 poster competition sponsored by The Homeless Trust - a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Each school 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)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation

Violence Prevention Programs

Biscayne Gardens Elementary School offers a non-violence program through "peaceful resolution" activities and counseling. An anti-drug program is offered to all students and facilitated by our

guidance counselor during Red Ribbon Week and the month of October.

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.

Nutrition Programs

1). The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.

- Biscayne Gardens Elementary School participates in the Healthy Schools Program through the Alliance for a Healthier Generation. The program outlines specific steps that schools can take to create healthier school environments. The following features exist in our school: drinking water is available, school grounds are opened to physical activities for students and their families, physical education teachers track students' body mass index and fitness levels, and play equipment is regularly monitored for safety and environmental quality.

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

3). The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

4.) The school is a recipient of the "Plant a Thousand Gardens" Collaborative Nutritional Initiative Grant through The ED Fund of Miami. Teachers participating in the Garden Grant Program are required to teach weekly integrated nutritional lessons.

5) Third through fifth grade students will participate in the Common Threads Cooking class where they will be trained by a chef on how to prepare healthy meals.

6) Kindergarten through fifth grade students enjoy Fresh Fruit and Vegetables, provided from the Fresh Fruit and Vegetable Program. Teachers share educational resources on the fruits and vegetables with the students as they partake.

Housing Programs - N/A

Head Start - N/A

Adult Education – N/A

Career and Technical Education – N/A

Job Training – N/A

Other

Teaching Enrichment Activities to Minorities (TEAM) Program

The program was designed to provide instruction in higher-order thinking skills to students in a self-contained elementary school classroom setting. The program is aimed at improving the learning and thinking skills of children and assisting them in becoming more successful in school. The goal of the TEAM program is to develop students' thinking skills, link critical thinking skills to all subject areas, and prepare students for possible placement into gifted and advanced program. The TEAM program aims to develop students' critical and creative thinking skills and develop strategies capable of revealing hidden talents in diverse students.

The criteria for student selection for the TEAM program includes a student's leadership, motivation, creativity, and an eagerness to learn. Students who participate in the TEAM program are not required to have a particular achievement test score or grade point average, although students must demonstrate an ability and potential to work through a challenging and rigorous curriculum.

The TEAM classroom should be an active learning environment. The teacher's role is one of an instructor as well as a facilitator of independent or small group inquiry. Resource libraries and activity centers are developed within the TEAM classroom. These centers are organized to encourage independent and small group activities with experiments, math manipulatives, creative writing, expository writing, and open-ended research.

Biscayne Gardens has one self-contained TEAM class in second, third and fourth grades.

Parental

Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

Increase parental engagement/involvement through developing (with on-going parental input) our

school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents. This impacts our goal to empower parents and build their capacity for involvement.

Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-691303-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

Confidential "as-needed services" will be provided to any students in the school in "homeless situations" as applicable.

Additional academic and support services will be provided to students and families of the Migrant population as applicable.

Biscayne Gardens Elementary School participates in the Health Connect in Our Schools program.

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
- Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
- HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
- HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
- HCiOS enhances the health education activities provided by the schools and by the health department.

HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Princess Dinkins	Teacher
Debra Deberry-Royer	Teacher
Jeanne Moscova	Parent
Deborah Riera	Principal
Murielle Saint Jeam	Parent
Sallie Burden	Teacher
Sharon Walker	Education Support Employee
Tameka Ellington	Parent
Denise Freitas	Teacher
Keisha Person	Teacher
Clarissa Navarro	Teacher
Mary Kapcoe	Teacher

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

The SAC committee reviewed the completed school improvement plan and approved it for submission during the first quorum met meeting.

Development of this school improvement plan

The SAC committee was actively involved in the preparation of this plan and ensured that the focus of this plan was to improve and increase overall student achievement at the school.

Preparation of the school's annual budget and plan

The SAC committee was included in the preparation of the school's annual budget and reviewed the preliminary budget and plan at a meeting where there was a quorum.

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

The School Advisory Council (SAC) plans to review sections of the School Improvement Plan at each meeting, in order to ensure that the goals are continuously being targeted and met. The members will discuss the purchase of various incentives needed used to increase student achievement (i.e.; certificates, trophies, and AIRS Pep Rally). The committee will also review the use of funds needed to implement after school tutoring.

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
Deberry Royer, Debra	Teacher, K-12
Griffith, Meisha	Assistant Principal
Kapcoe, Mary	Instructional Coach
Luke, Ann	Teacher, K-12
Aleman, Himmmler	Teacher, K-12
Magluta, Carla	Teacher, ESE
Person, Keisha	Teacher, K-12
Suplice, Denise	Teacher, K-12
Riera, Deborah	Principal
Dinkins, Princess	Instructional Coach
Rucker, Joan	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

One of the major initiatives of the LLT will be the successful implementation of the Response to Intervention Model (RtI). Teachers will be trained by members of the Leadership Team and be given the opportunity to participate in RtI online course. Another initiative will be to train teachers how to disaggregate student data and tailor their instruction to specifically meet the needs of their students. The team will also create a literacy goal that will target the desire to increase literacy proficiency and comprehension abilities of the students in the school.

Additionally, the Literacy Team will focus on implementing and promoting the use of the Accelerated Reader program as a school-wide initiative to enhance students' exposure to differentiated literacy experiences along with comprehension, while offering teachers explicit data regarding their students' literacy proficiency. Further, the team will promote the use of the MyOn readers, that students in grades 3-5 have the availability to use on their school provided laptops. MyOn Readers also offers students the opportunity to utilize Accelerated Reader Tests, which helps to improve and increase student comprehension.

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

The school's strategy to encourage positive working relationships between teachers is to have organized collaborative planning times which includes both the instructional coaches and teachers across all grade levels. In addition, the instructional coaches are available for assistance and guidance in delivering instruction in the classroom, gathering resources and providing professional development as needed. Additionally, model classrooms are identified by the instructional coaches and administrators, so that new and veteran teachers can visit and benefit from best practice teaching strategies and classroom arrangement.

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

The school's strategies to recruit, develop and retain highly qualified, certified in-field, effective teachers to the school includes the ongoing, continuous meetings with new teachers in order to ensure that these teachers are adjusting well to the school and its environment. In addition, new teachers are partnered with mentor/veteran teachers. Administration promotes, encourages participation, and provides on-going professional development opportunities through various in-services and workshops. Additionally, administration maintains an open door policy and always involves teachers in educational decisions for the school.

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

Participation in the Miami-Dade County Public Schools' MINT Mentor program is facilitated at Biscayne Gardens Elementary. New teachers are matched with MINT Mentor trained teachers to collaborate and assist in the development of teaching skills. Mentee teachers are given time to meet with their mentors and professional development is provided through the district. The mentor/mentee pairings are as follows:

NEW TEACHER/MENTOR

Theodora Cherelus/Mary Kapcoe
Sandra Anderson-Nunez/Clarissa Navarro
Ariana Milian/Princess Dinkins
Clarrisa St Lawrence/Princess Dinkins
Danielle Jordan/Keisha Person

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

To ensure the school's instructional programs and materials are aligned to the Florida Standards, the Instructional Coaches facilitate common planning across all grade levels and content areas. During this common planning, Florida Standards based instruction is developed through unwrapping the standard and developing learning targets which addresses the performance assessments needed to show mastery of the specified Florida Standard. In addition, the Curriculum Support Specialist from the District provides information and trainings as needed regarding the Florida Standards and the link to effective instruction. Administration attends common planning and professional development sessions to ensure fidelity to the Florida Standards. Formal and informal follow-up observations in classrooms are completed by administration and coaches to offer and provide further support where needed.

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

The school utilizes district Interim assessments, IREADY data, and standards-based performance assessments to differentiate instruction to meet the diverse needs of students. Within the classroom, time is set aside daily to work in teacher-led student groups based on individualized student academic needs. The school also has an extra hour of Reading Interventions/Enrichment which works with students at their achievement level. In addition, students who consistently demonstrate difficulty in attaining proficiency, the school will offer academic counseling and tutoring as needed.

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: After School Program

Minutes added to school year: 60

Communities In Schools partners with the school to offer tutoring and academic counseling to students struggling to meet proficiency.

Strategy Rationale

Students showing the early warning signs can be addressed in a small-group or individual basis so they are able to attain a new level of understanding which assists them in their overall academic achievement.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Riera, Deborah, pr0361@dadeschools.net

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

Teachers and Communities In Schools Liaisons discuss the student needs and growth in academic areas.

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

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (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 create knowledge through initiatives shared with supportive adults.

Biscayne Gardens Elementary prepares preschool children to make the transition from the home or from pre-schooling by including these children and their families in various school activities on the school site. These activities involve parental workshops, orientation for prospective early childhood programs, and special activities which are designed for the entire family. In this manner, both parents and prospective students are aware of and familiar with the school site, school personnel, and some of the activities which will make up the child's day when he or she arrives at the school to begin formal educational experiences.

The Houghton Mifflin Pre-K Early Growth Indicators Benchmark Assessment serves as an indicator of a child's development by measuring the child's progress on critical skills within a particular domain over time and is administered three times during the school year. Teachers record individual anecdotes providing classroom personnel with the appropriate mechanism to observe the actions and behaviors of young children in order to identify strengths and develop an individual plan of learning. Based on these anecdotes, teachers plan their daily lessons and report the child's progress to the parent/guardian at a formal conference three times a school year. The pre-kindergarten teachers receive instructional program support through the deployment of a Curriculum Support Specialist, reading coach, math/science leader, general curriculum and developmental aspects of teaching and learning in-services, content/practice clinics, and professional learning communities.

Biscayne Gardens hosts transition to pre-kindergarten and to kindergarten issuing invitations to local pre-schools in the neighborhoods

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

N/A

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

N/A

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

N/A

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

N/A

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

G073930

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	61.0
AMO Math - All Students	63.0
FCAT 2.0 Science Proficiency	45.0

Resources Available to Support the Goal 2

- Professional Development
- Coaching Cycles
- Common Planning Sessions
- Progress Monitoring
- IREADY
- Instructional Coaches and Administration
- Essential Lab Kits
- Pacing Guides
- FCAT Item Specifications
- Electronic Science Tool Kit
- FAIR-FS tools

Targeted Barriers to Achieving the Goal 3

- There is limited evidence of effective planning and instructional delivery aligned to the Florida Standards and the Next Generation Sunshine State Standards.

Plan to Monitor Progress Toward G1. 8

Data from I-Ready Growth Monitoring and Diagnostic 1-3, monthly subject area On-Going Progress Monitoring screens, and Weekly Assessment for summative assessing.

Person Responsible

Meisha Griffith

Schedule

Monthly, from 10/2/2015 to 6/6/2016

Evidence of Completion

I-Ready Profile reports, Florida Standards based summative assessments, oral reading fluency, reading foundation screeners.

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**

 G073930

G1.B1 There is limited evidence of effective planning and instructional delivery aligned to the Florida Standards and the Next Generation Sunshine State Standards. **2**

 B193091

G1.B1.S1 Provide professional development on effective planning and unwrapping of the Florida Standards and Next Generation Sunshine State Standards. **4**

 S204610

Strategy Rationale

Teachers will be able to plan effectively utilizing the Florida Standards and the Next Generation Sunshine State Standards and deliver explicit instruction, which will afford students the opportunity to master the standards.

Action Step 1 **5**

Provide professional development on effective planning and unwrapping the Language Arts Florida Standards.

Person Responsible

Princess Dinkins

Schedule

On 9/14/2015

Evidence of Completion

Agenda, sign-in sheets, Unwrapping Protocol, Lesson Plans

Action Step 2 5

Provide professional development on explicit instruction through the Gradual Release of Responsibility model.

Person Responsible

Keisha Person

Schedule

On 9/16/2015

Evidence of Completion

Agenda, sign-in sheets, Unwrapping Protocol, Lesson Plans

Action Step 3 5

Conduct coaching cycles focused on appropriate pacing through the use of Instructional Frameworks.

Person Responsible

Deborah Riera

Schedule

Weekly, from 9/1/2015 to 10/30/2015

Evidence of Completion

Observation Forms (Note Taking/Note Making), Modeled Lesson Form, Coaching Logs

Action Step 4 5

Conduct coaching cycles focused on explicit instruction through the use of the Gradual Release of Responsibility Model.

Person Responsible

Deborah Riera

Schedule

Weekly, from 10/30/2015 to 11/30/2015

Evidence of Completion

Observation Forms (Note Taking/Note Making), Modeled Lesson Form, Coaching Logs

Action Step 5 5

Conduct weekly collaborative planning sessions focused on the development of Daily Learning Targets, Higher Order Thinking Questions, and lesson outline through the unwrapping of standards.

Person Responsible

Deborah Riera

Schedule

On 6/6/2016

Evidence of Completion

Agenda, sign-in sheets, Unwrapping Protocol, Lesson Plans

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

Administrative review/attendance to professional development given through instructional coaches.

Person Responsible

Deborah Riera

Schedule

Weekly, from 9/14/2015 to 6/6/2016

Evidence of Completion

Attendance Rosters

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

Administrative attendance at collaborative planning sessions.

Person Responsible

Meisha Griffith

Schedule

Weekly, from 8/31/2015 to 6/6/2016

Evidence of Completion

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

Ensure attendance to professional development sessions, initiate follow-up work to build on learning, administrative attendance at collaborative planning sessions.

Person Responsible

Mary Kapcoe

Schedule

Weekly, from 9/22/2015 to 6/6/2016

Evidence of Completion

Professional development attendance rosters, follow-up work samples, collaborative planning preparedness, i.e. coming with standard unwrapped and prepared to discuss instructional plan for scaffolding.

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 on effective planning and unwrapping the Language Arts Florida Standards.	Dinkins, Princess	9/14/2015	Agenda, sign-in sheets, Unwrapping Protocol, Lesson Plans	9/14/2015 one-time
G1.B1.S1.A2	Provide professional development on explicit instruction through the Gradual Release of Responsibility model.	Person, Keisha	9/16/2015	Agenda, sign-in sheets, Unwrapping Protocol, Lesson Plans	9/16/2015 one-time
G1.B1.S1.A3	Conduct coaching cycles focused on appropriate pacing through the use of Instructional Frameworks.	Riera, Deborah	9/1/2015	Observation Forms (Note Taking/Note Making), Modeled Lesson Form, Coaching Logs	10/30/2015 weekly
G1.B1.S1.A4	Conduct coaching cycles focused on explicit instruction through the use of the Gradual Release of Responsibility Model.	Riera, Deborah	10/30/2015	Observation Forms (Note Taking/Note Making), Modeled Lesson Form, Coaching Logs	11/30/2015 weekly
G1.B1.S1.A5	Conduct weekly collaborative planning sessions focused on the development of Daily Learning Targets, Higher Order Thinking Questions, and lesson outline through the unwrapping of standards.	Riera, Deborah	8/25/2015	Agenda, sign-in sheets, Unwrapping Protocol, Lesson Plans	6/6/2016 one-time
G1.MA1	Data from I-Ready Growth Monitoring and Diagnostic 1-3, monthly subject area On-Going Progress Monitoring screens, and Weekly Assessment for summative assessing.	Griffith, Meisha	10/2/2015	I-Ready Profile reports, Florida Standards based summative assessments, oral reading fluency, reading foundation screeners.	6/6/2016 monthly
G1.B1.S1.MA1	Ensure attendance to professional development sessions, initiate follow-up work to build on learning, administrative attendance at collaborative planning sessions.	Kapcoe, Mary	9/22/2015	Professional development attendance rosters, follow-up work samples, collaborative planning preparedness, i.e. coming with standard unwrapped and prepared to discuss instructional plan for scaffolding.	6/6/2016 weekly
G1.B1.S1.MA1	Administrative review/attendance to professional development given through instructional coaches.	Riera, Deborah	9/14/2015	Attendance Rosters	6/6/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA2	Administrative attendance at collaborative planning sessions.	Griffith, Meisha	8/31/2015		6/6/2016 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 There is limited evidence of effective planning and instructional delivery aligned to the Florida Standards and the Next Generation Sunshine State Standards.

G1.B1.S1 Provide professional development on effective planning and unwrapping of the Florida Standards and Next Generation Sunshine State Standards.

PD Opportunity 1

Provide professional development on effective planning and unwrapping the Language Arts Florida Standards.

Facilitator

Dinkins, Princess

Participants

All Instructional Staff

Schedule

On 9/14/2015

PD Opportunity 2

Provide professional development on explicit instruction through the Gradual Release of Responsibility model.

Facilitator

Person, Keisha

Participants

All Instructional Staff

Schedule

On 9/16/2015

Technical Assistance Items

Technical Assistance 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 There is limited evidence of effective planning and instructional delivery aligned to the Florida Standards and the Next Generation Sunshine State Standards.

G1.B1.S1 Provide professional development on effective planning and unwrapping of the Florida Standards and Next Generation Sunshine State Standards.

PD Opportunity 1

Conduct coaching cycles focused on appropriate pacing through the use of Instructional Frameworks.

Facilitator

Instructional Coaches

Participants

All Instructional Staff

Schedule

Weekly, from 9/1/2015 to 10/30/2015

PD Opportunity 2

Conduct coaching cycles focused on explicit instruction through the use of the Gradual Release of Responsibility Model.

Facilitator

Instructional Coaches

Participants

All Instructional Staff

Schedule

Weekly, from 10/30/2015 to 11/30/2015

PD Opportunity 3

Conduct weekly collaborative planning sessions focused on the development of Daily Learning Targets, Higher Order Thinking Questions, and lesson outline through the unwrapping of standards.

Facilitator

Instructional Coaches

Participants

All Instructional Staff

Schedule

On 6/6/2016