

Miami-Dade County Public Schools

Biscayne Gardens Elementary



2016-17 Schoolwide Improvement Plan

Biscayne Gardens Elementary

560 NW 151ST ST, Miami, FL 33169

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	96%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	C*	F	D

**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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Biscayne Gardens Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. 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 all working in an effort to promote community and school partnership collaboratively. Biscayne Gardens Elementary School team will be utilizing a high standard of excellence in order to develop each student's unique potential - intellectually, physically, and emotionally; Our student will be empowered with self-esteem and confidence, they will be prepared to be responsible citizens and effective problem solvers. We will provide a safe learning environment. We are focused on increasing parental involvement in all facets of their children's development.

2. School Environment

a. 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.

b. 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.

c. 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 RtI 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.

d. 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.

3. Early Warning Systems

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

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

The school has implemented an Attendance Review Committee (ARC) which meets monthly to identify and intervene with attendance concerns. The ARC established procedures and policies to ensure that the daily attendance average increases. Daily attendance is monitored through an incentive program for those classes earning 100% daily attendance. The incentive program is known as the NBA (Never Been Absent) Team. Furthermore, those students that accrue three or more absences are contacted by a member of the ARC committee. Also, students that accrue five or more absences are contacted via a school letter or by the Community Involvement Specialist for a parent conference with ARC.

- Students who missed more than 10% of instructional days during the previous school year.
- Students who failed in reading, language arts, and/or mathematics during the previous school year.
- Students who scored a Level 1 or 2 on the standardized assessment in reading and/or mathematics during the previous school year.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	12	31	11	12	15	11	0	0	0	0	0	0	0	92
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	2	9	5	8	1	3	0	0	0	0	0	0	0	28
Level 1 on statewide assessment	2	16	31	0	22	32	0	0	0	0	0	0	0	103

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	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	9	9	14	15	29	0	0	0	0	0	0	0	76

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

Biscayne Gardens Elementary strives to address and minimize early warning systems through intervention strategies. The school has implemented an Attendance Review Committee (ARC) which meets monthly to identify and intervene with attendance concerns. The ARC established procedures and policies to ensure that the daily attendance average increases. Daily attendance is monitored through an incentive program for those classes earning 100% daily attendance. The incentive program is known as the NBA (Never Been Absent) Team. Furthermore, those students that accrue three or more absences are contacted by a member of the ARC committee. Also, students that accrue five or more absences are contacted via a school letter or by the Community Involvement Specialist for a parent conference with ARC.

Students with course failures and/or who scored a Level 1 on the state assessment in reading and/or mathematics are placed on a progress monitoring plan. These students are referred to the RtI Leadership Team and are placed on Tier 2 intervention. As a Tier 2 intervention student, these students are provided with an additional 30 minutes of the reading/math intervention instruction, participate in the school's before/after and/or weekend tutorial services and are monitored consistently. Additionally, these students' areas of weaknesses are addressed during differentiated instruction in reading and/or math.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/338330>.

2. Description

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

2. 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 has an active ESSAC committee that 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 assist in increasing overall student academic and social success. The committee actively pursue interested companies to partner with the school. Interested partnered companies would help to build and sustain the school and the local community. The purpose of the partnership is to secure and utilizing resources to help support the school and student achievement. 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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Dugas, Marie	Principal
Dugas, Marie	Assistant Principal
Person, Keisha	Instructional Coach
	Instructional Coach
Davila, Tonishia	Instructional Coach
Fleureme, Emane	School Counselor

b. Duties

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

Tier 1

Mrs. Deborah G. Riera, Principal and/or Mrs. Marie Dugas, assistant principal, will schedule and facilitate regular RtI meetings, ensure attendance of team members, ensure follow-up of action steps, and allocate resources. In addition to the school administrator(s), the school's Leadership Team will carry out SIP planning and MTSS problem solving. In addition to Tier 1 problem solving, the Leadership Team members will meet periodically, every 6 weeks, to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2

Mrs. Deborah G. Riera, Principal and/or Mrs. Marie Dugas, Assistant Principal, Ms. Princess Dinkins and Ms. Tonisha Davila, Reading Instructional Coaches, Mrs. Emane Fleureme, School Guidance Counselor, Mrs. Melissa Lee, School psychologist and Ms. Ruth Doriscar, School Social Worker, and members of the MTSS

Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization. In addition to those mentioned above, other teachers will be involved to provide information or revise efforts.

Tier 3

Mrs. Marie Dugas, assistant principal, Ms. Princess Dinkins and Ms. Tonisha Davila, Reading Instructional Coaches, Mrs. Emane Fleureme, School Guidance Counselor, Mrs. Melissa Lee, School psychologist, are members of the Leadership Team, Tier 2 Team, and parent/guardian make-up the Tier 3 SST Problem Solving Team.

2. 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 Rtl 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). 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 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-5)
- parent outreach activities (K-5) through the Bilingual Parent Outreach Program (The Parent Academy)

- reading and supplementary instructional materials(K-5)
 - professional development on best practices for ESOL and content area teachers
- 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 Biscayne Gardens Elementary 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.
- Biscayne Gardens has identified the school counselor, as the homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

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, and the elementary counselor.

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.

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 is 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

Biscayne Gardens involves parents in the planning and implementation of the Title I Program and extends 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.

Biscayne Gardens increases 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 Orientation Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Biscayne Gardens conducts 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.

Biscayne Gardens completes 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 is distributed to parents to be completed annually in May. The Survey's results are used to assist with revising our Title I parental documents for the approaching school year.

Biscayne Gardens Elementary School participates in the Health Connect in Our Schools program. The school offers a coordinated level of school-based healthcare which integrates education, medical

and/or social and human services on school grounds.

Biscayne Gardens has a school site team staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.

HCiOS services are provided to reduce or eliminate 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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Princess Dinkins	Teacher
Debra Deberry-Royer	Teacher
Deborah Riera	Principal
Sallie Burden	Teacher
Denise Freitas	Teacher
Keisha Person	Teacher
Jeanne Moscova	Parent
Sharon Walker	Education Support Employee
Adam Burden	Business/Community
Ashley Alvaro	Student
Sylvia Wromas	Education Support Employee
Darryl Moscova	Student
Rafael Jimenez	Business/Community
Pascal Niklema	Parent
Durosier Davilma	Parent
Sandra Barcelos	Parent
Lorose Lafrance	Parent
Veronica Sabate	Parent
Correa Bailey	Parent
Walter Lafrance	Parent
Celeste Listhrop	Teacher
Tranette Myrtill	Teacher

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC committee reviewed the school improvement plan and it was approved.

b. Development of this school improvement plan

The SAC committee met to evaluate the SIP and made recommendations for the 2016-2017 school year.

c. Preparation of the school's annual budget and plan

The principal plans for the annual budget with the school's needs in mind. The budget addresses concerns with class sizes, the need for hourly teachers and supplemental instructional resources. The budget is shared with SAC members.

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

EESAC funds of \$2999.00 were allocated to the principal for student achievement incentives and awards assemblies. In addition, the purchase of the End of Year awards and trophies.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
St Lawrence, Christina	Teacher, K-12
Person, Keisha	Instructional Coach
	Instructional Coach
Dugas, Marie	Principal
Fleureme, Emane	School Counselor
Dugas, Marie	Assistant Principal
Davila, Tonishia	Instructional Coach
Listhrop, Celeste	Teacher, ESE
Milian, Ariana	Teacher, K-12
Brao, Natasha	Teacher, K-12
Puryear, Corey	Teacher, K-12
Cherelus, Theodora	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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 an RtI on-line course. Another initiative will be to train teachers how to desegregate 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 team will promote the use of MyOn Readers program, students in grades 3-5 will have the ability to access the program on their school provided laptops. MyOn Readers offers students the opportunity to access unlimited books, which helps to improve and increase student comprehension.

D. Public and Collaborative Teaching

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

1. 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.

2. 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.

3. 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 a professional development is provided through the district.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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 IREADY data, Topic Assessments 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 a half an 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.

2. 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: 2,520

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

Dugas, Marie, pr2241@dadeschools.net

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

Biscayne Gardens Elementary will use various data points, such as, iReady Diagnostics, Topic Assessments, and Unit Assessments to monitor and measure student academic progress. The data is analyzed to form instructional groups to target deficiencies or provide enrichment. Instructional groups are adjusted as needed. Student deficiencies will be addressed within the Teacher Led Center during differentiated instructional time.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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

b. College and Career Readiness

1. 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

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

N/A

3. 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

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If differentiated instruction is improved in reading and mathematics, then student achievement will increase.

Strategic Goals Detail

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

G1. If differentiated instruction is improved in reading and mathematics, then student achievement will increase. 1a

G088053

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	25.0
Math Lowest 25% Gains	25.0

Targeted Barriers to Achieving the Goal 3

- Limited use of on-going data and alignment of resources during differentiated instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional Development
- Common Planning Sessions
- Iready Diagnostic and Progress Monitoring
- iReady Teacher tool-box
- Gateway to Data

Plan to Monitor Progress Toward G1. 8

Ensure that teachers maintain Data Binders that disaggregate and analyze current assessments. Conduct data chats between students and teachers, teachers and administration and instructional coaches.

Person Responsible

Marie Dugas

Schedule

Monthly, from 8/22/2016 to 6/9/2017

Evidence of Completion

Lesson Plans, Student work folders, Classroom Walkthroughs, DI Planning and Grouping Form, Student Data Tracking Sheets.

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

 = Problem Solving Step  S123456 = Quick Key

G1. If differentiated instruction is improved in reading and mathematics, then student achievement will increase. 1

 G088053

G1.B1 Limited use of on-going data and alignment of resources during differentiated instruction. 2

 B234099

G1.B1.S1 Provide Professional Development to teachers with an emphasis on targeted based data points, identifying areas of strengthens and weaknesses for DI. Additionally, how to monitor students' progress. 4

 S246897

Strategy Rationale

To ensure rigorous, purposeful, appropriate instruction is rendered during differentiated instructional block to meet the needs of students on a continual basis.

Action Step 1 5

Provide professional development on effective use of data during differentiated instruction.

Person Responsible

Marie Dugas

Schedule

Quarterly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Agenda, Sign-in-sheets

Action Step 2 5

Engage teachers in the collection and analysis of on going data and provide professional development on how to monitor students' progress.

Person Responsible

Marie Dugas

Schedule

Monthly, from 9/30/2016 to 6/6/2017

Evidence of Completion

I-Ready Profile reports, oral reading fluency, reading foundation screeners

Action Step 3 5

Conduct weekly collaborative planning sessions.

Person Responsible

Marie Dugas

Schedule

Weekly, from 8/22/2016 to 6/9/2017

Evidence of Completion

Sign-in sheets

Action Step 4 5

Conduct classroom walkthroughs and support selected teachers by utilizing the coaching cycle with emphasis on effective use of data and alignment of resources during differentiated instruction.

Person Responsible

Marie Dugas

Schedule

Daily, from 8/29/2016 to 5/31/2017

Evidence of Completion

Classroom Walkthrough logs, lesson plans , collaborative planning sessions sign-in sheets, students' work sample

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

Ensure that teachers register and participate in the professional development opportunities offered throughout the school year on differentiated instruction. Additionally, ensure that teachers are effectively using data and aligning resources during differentiated instruction.

Person Responsible

Marie Dugas

Schedule

Weekly, from 8/22/2016 to 6/9/2017

Evidence of Completion

Classroom Walkthrough logs, lesson plans, DI Grouping Form, Data Debriefing agenda, and students' work samples.

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

Teachers will develop lesson plans that demonstrate an understanding of differentiated instruction in order to remediate, reteach, and enrich.

Person Responsible

Marie Dugas








Schedule

Weekly, from 8/22/2016 to 6/9/2017

Evidence of Completion

Lesson plans, Classroom Walkthroughs, DI Planning and Grouping Form, Student Data Tracking Sheets.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.A1  A320916	Provide professional development on effective use of data during differentiated instruction.	Dugas, Marie	8/22/2016	Agenda, Sign-in-sheets	5/31/2017 quarterly
G1.B1.S1.A4  A320919	Conduct classroom walkthroughs and support selected teachers by utilizing the coaching cycle with...	Dugas, Marie	8/29/2016	Classroom Walkthrough logs, lesson plans , collaborative planning sessions sign-in sheets, students' work sample	5/31/2017 daily
G1.B1.S1.A2  A320917	Engage teachers in the collection and analysis of on going data and provide professional...	Dugas, Marie	9/30/2016	I-Ready Profile reports, oral reading fluency,reading foundation screeners	6/6/2017 monthly
G1.MA1  M334142	Ensure that teachers maintain Data Binders that disaggregate and analyze current assessments....	Dugas, Marie	8/22/2016	Lesson Plans, Student work folders, Classroom Walkthroughs, DI Planning and Grouping Form, Student Data Tracking Sheets.	6/9/2017 monthly
G1.B1.S1.MA1  M334140	Teachers will develop lesson plans that demonstrate an understanding of differentiated instruction...	Dugas, Marie	8/22/2016	Lesson plans, Classroom Walkthroughs, DI Planning and Grouping Form, Student Data Tracking Sheets.	6/9/2017 weekly
G1.B1.S1.MA1  M334141	Ensure that teachers register and participate in the professional development opportunities offered...	Dugas, Marie	8/22/2016	Classroom Walkthrough logs, lesson plans, DI Grouping Form, Data Debriefing agenda, and students' work samples.	6/9/2017 weekly
G1.B1.S1.A3  A320918	Conduct weekly collaborative planning sessions.	Dugas, Marie	8/22/2016	Sign-in sheets	6/9/2017 weekly

V. Professional Development Opportunities

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

G1. If differentiated instruction is improved in reading and mathematics, then student achievement will increase.

G1.B1 Limited use of on-going data and alignment of resources during differentiated instruction.

G1.B1.S1 Provide Professional Development to teachers with an emphasis on targeted based data points, identifying areas of strengthens and weaknesses for DI. Additionally, how to monitor students' progress.

PD Opportunity 1

Provide professional development on effective use of data during differentiated instruction.

Facilitator

Person, Keisha

Participants

Instructional Staff

Schedule

Quarterly, from 8/22/2016 to 5/31/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Provide professional development on effective use of data during differentiated instruction.	\$0.00
2	G1.B1.S1.A2	Engage teachers in the collection and analysis of on going data and provide professional development on how to monitor students' progress.	\$0.00
3	G1.B1.S1.A3	Conduct weekly collaborative planning sessions.	\$0.00
4	G1.B1.S1.A4	Conduct classroom walkthroughs and support selected teachers by utilizing the coaching cycle with emphasis on effective use of data and alignment of resources during differentiated instruction.	\$0.00
Total:			\$0.00