

Miami-Dade County Public Schools

Bel Aire Elementary School



2017-18 Schoolwide Improvement Plan

Bel Aire Elementary School

10205 SW 194TH ST, Cutler Bay, FL 33157

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

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	97%
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	2016-17	2015-16	2014-15	2013-14
Grade	B	C	D*	C

**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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Bel Aire Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

We provide the highest quality education so that all of our citizens are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

b. Provide the school's vision statement.

Bel-Aire Elementary School is committed to providing educational excellence for all.

2. School Environment

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

At Bel-Aire Elementary School students and staff are encouraged to build positive relationships through enrichment programs and team building activities. Teachers meet on a weekly basis, to connect and discuss strategies and activities to help connect with students and offer support both emotionally and educationally.

This year the school is focusing on building a positive school culture and environment and showcasing the many positive efforts and activities completed at the school.

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

At the beginning of the school year, teachers conducted "ice-breakers" to make students feel more at ease within the classrooms. The administrative team and counselors show the students that they have support and a safe learning environment through classroom visits and daily walkthroughs. Parents have been advised that there is a Code of Student Conduct in place and is used district wide to ensure the safety of their children. Students are reminded to report any issues that may arise to a trusted adult. Staff advises and discusses with students the importance of reporting bullying/harassment issues to an administration, counselor, and/or teacher.

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.

Bel-Aire Elementary's schoolwide behavioral system aligns with a positive and proactive approach to behavior which aids in minimizing distractions during instructional time. At Bel-Aire the Code of Student Conduct is followed. Teachers review and share the Code of Student Conduct with the students in order to ensure a clear understanding of the levels of behaviors and the consequences. The school-wide behavior plan is designed to meet the needs of the students across all subgroups. Teachers/staff members are expected to follow the school-wide discipline plan. The consequences for the students includes giving verbal warnings, phone calls to parent/guardians, detentions, referral to the guidance counselor and finally referral to an administrator.

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 counselors work closely with the teachers and the administration keeping them abreast of various issues that arise with students. The school's social worker and psychologist are consulted and assist with ensuring the social-emotional needs of the students. Periodically, outside services are suggested as needed by the school's based leadership team. Additionally, the school's Success Coach assists with support students on the EWS (Early Warning Systems) list for the school site. The Success Coach addresses issues with these most fragile and at-risk students.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Bel-Aire Elementary School has the following early warning system in place:

*Attendance - Parent Conference with an administrator when a student misses more than 10% of instructional time.

* Behavior - Parent Conference with an administrator for students who have referrals that can lead to suspension.

*Performance- Students who score below proficiency on the Florida Standards Assessment (FSA) either in the ELA or Math assessment, who are not proficient in reading by Grade 3, and who are retained have SST Meetings to review student data and review Interventions in place and refer as needed.

*Attendance is monitored daily and perfect attendance homerooms are recognized. Students are recognized individually on a quarterly basis through the honor roll assemblies. Counseling for students and parents is provided for students with behavioral issues. On-going progress monitoring is done through academic grades, content area portfolios, Interventions, and classroom and/or Topic Assessments.

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	1	3	11	2	0	11	0	0	0	0	0	0	0	28
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	2	3	3	7	6	11	0	0	0	0	0	0	0	32
Level 1 on statewide assessment	0	0	0	9	16	20	0	0	0	0	0	0	0	45

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	3	3	5	3	16	14	0	0	0	0	0	0	0	44

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

Bel-Aire Elementary School uses the following intervention strategies:

- "Push-In" support in Reading and Mathematics.
- Parent Academy Program classes.

- Counseling services for Individual student and family support as needed.
- Research-based reading, mathematics, and science materials.
- Title III Tutoring for ELL students in Reading and Math.
- Software for the development of language and literacy skills in reading, mathematics and science.
- Pull-out Intervention in Reading
- I-Ready program monitoring.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

The stakeholders at Bel-Aire Elementary School are an integral part of the education of students. Parents and guardians are consistently involved in activities that require parental involvement and in turn this creates positive relationships with the community.

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.

All stakeholders are apprised of activities at the school site via Connect-Ed messages, flyers, and monthly calendars.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Oliu, Yolanda	Principal
Jomarron, Niria	Instructional Media
Maza, Monica	Assistant Principal
Yanes, Sonia	Instructional Coach
Adshead, Fiona	Instructional Coach

b. Duties

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

Bel-Aire Elementary School's Leadership Team consists of the Prudence Hill-Principal, Monica Maza-Assistant Principal, Sonia Yanes-Literacy Coach, Fiona Adshead- Math Coach, Niria Jomarron-Media Specialist, Salome Nwosu-School Counselor, Allan Sosa-Success Coach and Ms. Annette Angelotti-School Psychologist.

- Administrator(s) Prudence Hill, Principal and Monica Maza, Assistant Principal facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources; participate in interpretation and analyze data; facilitate development of intervention plans; provide support for intervention fidelity and documentation; provide professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitate data-based decision making activities.

In addition to the school administrator(s)- Prudence Hill, Principal and Monica Maza, Assistant Principal--- the school's Leadership Team will include the following members who will carry out SIP planning, common planning and problem solving

- School Literacy Coach-Sonia Yanes, Math Coach-Fiona Adshead, and Media Specialist-Niria Jomarron
- School guidance counselor-Dr. Salome Nwosu
- Success Coach-Allan Sosa
- Member of advisory group, community stakeholders,
- In addition to Tier 1 problem solving, the Leadership Team members will meet weekly to review consensus, infrastructure, and implementation of curriculum and instruction initiatives.

Tier 2

Assistant Principal-Monica Maza, Counselor-Dr. Nwosu, Literacy Coach-Sonia Yanes, Math Coach-Fiona Adshead, School Psychologist-Annette. Angelotti will conduct regular meetings to evaluate intervention efforts for students by subject, grade and intervention.

In addition to those selected, the classroom teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST Members

Selected members include Assistant Principal Monica Maza, Counselor-Dr. Nwosu, Literacy Coach-Sonia Yanes, Math Coach-Fiona Adshead and School Psychologist--Annette Angelotti, the Tier 2 Team, and the parent/guardian.

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.

The Leadership Team will use the Problem Solving process to set Tier 1 goals and monitor academic and behavioral data to evaluate progress towards those goals biweekly by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency.
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response problem solving process and monitoring progress of instruction.
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated

by group or individual student diagnostic and progress monitoring assessment.

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

Tier 2

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

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed to implement the SIP strategies will be closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed monthly. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust (if necessary), the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (once per month) that can reliably track progress on a schedule based on student need across Tiers. Tier 2 support will be provided to students who have not met proficiency and/or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts. While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (After-school programs, Saturday Academy and/or summer school for Rising second graders and retained third graders). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the school, students, and families. The school based, Title I funded Community Involvement Specialists (CIS), will 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 need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. 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 and the life of the school and the annual Title I Annual 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 all out 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; Title I CHES (as appropriate) 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 (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program

Title I, Part D

N/A

Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified 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

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs 2nd-5th grade ELL students.
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)

Title VI, Part B - NA

Title X- Homeless

Bel-Aire Elementary is assigned a social worker that works with students identified as homeless under the McKinney-Vento Act to eliminate barriers to a free and appropriate public education

- 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 Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- The Homeless Education 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 of a student as homeless.
- The Staff in the Homeless Education Program provides annual training to: 1) School Registrar on the procedures for enrolling homeless students, 2) School Counselor on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated,

segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.

- Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
- Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
- The District Homeless 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 School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

This school receives funding from Supplemental Finance Program (FEFP) allocation.

Violence Prevention Programs

Bel-Aire offers non-violence and anti-drug counseling to students and parents

- 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.
- Training and technical assistance for school teachers, administrators, counselors is also a component of this program.

District Policy Against Bullying and Harassment

- Miami-Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
- This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
- Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
- All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.
- Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) 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.

Housing Programs - N/A

Head Start-N/A

Adult Education-N/A

Career and Technical Education-N/A

Job Training-N/A

Other-

Bel-Aire Elementary will provide evening subject area meetings where teachers will demonstrate focus skill development. In addition extend an open invitation to the parents to visit the school's Parent Resource Center to receive information regarding available programs. Parents will be involved in the planning and implementation of the Title I program and extend an open invitation to our school's parent resource center 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 Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); 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' schedule as part of 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-6913 03-07), and submit to Title I Administration by the fifth of each month as documentation of compliance with NCLB Section 1118. Confidential "as-needed services" will be provided to any students in the school in "homeless situations" as applicable. School Improvement Grant Fund/School Improvement Grant Initiative The school receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction, differentiated instruction/intervention, and classroom libraries. Additionally, Title I School Improvement Grant/Fund support funding and assistance to schools in Differentiated Accountability based on need. The Voluntary Public School Choice Program (I Choose!) a federally funded grant, is a district wide initiative designed to assist in achieving the Miami-Dade County Public Schools' District's Strategic Plan goal to expand the availability of and access to high quality public school choice options for all parents in Miami-Dade County. Voluntary Public School Choice grant funds are used to evaluate programs, inform parents of educational options, and recapture teaching practices to establish quality school environments.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Yurah Smith	Parent
Denise Franklyn	Teacher
Niria Jomarron	Teacher
Tangela Henry	Teacher
Oneill Ramos	Parent
Nancy Hall	Parent
Yvonne Sawyer	Business/Community
Prudence Hill	Principal
Yurah Smith	Parent
Delores Brito	Parent
Sarah Smith	Parent
Maureen Lewis	Student
Nikolaos X. Mpogiatzis	Business/Community
Joseph Ramsey-Hamilton	Student
Yomaira Hernandez	Student
Maria Uceta	Student
Christine Cintron	Principal
Luis Cantin	Education Support Employee

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The SAC met and reviewed the 2016-2017 school year school improvement plan and provided feedback during the SIP end-of-year review and monitored the School Improvement Plan throughout the school year.

b. Development of this school improvement plan

The SAC was presented with a copy of the 2016-2017 SIP and the worksheets created in order to develop the new SIP for the new school year. Input was given to the SIP writing team in order to assist in the development of the new plan. The team will review and give input on the new plan at the first meeting of the school year. During every meeting, the SAC will receive a report on the implementation of the School Improvement Plan.

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

The SAC met and reviewed the budget and prepared a plan for the use of the SAC funds for the 2016-2017 school year. The EESAC allocated \$2849 to be utilized for student incentives and parent breakfasts for the Parent Academy throughout the school year.

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

The projected use of the school improvement funds for the upcoming school year include: student rewards and quarterly parent breakfast.

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
Oliu, Yolanda	Principal
Jomarron, Niria	Instructional Media
Maza, Monica	Assistant Principal
Yanes, Sonia	Instructional Coach
Adshead, Fiona	Teacher, PreK

b. Duties

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

The Literacy Leadership Team (LLT) will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis. Since the SIP is a live and ongoing document of the school's directional focus, the LLT will meet and discuss all updates that will or need to occur based on the result of the instructional and intervention programs. The LLT will monitor and support the fidelity of the delivery of instruction and intervention.

Major initiatives of the LLT are:

- Develop strategies to increase students' reading comprehension ability.
 - Increase the number of 3rd, 4th and 5th grade students who will achieve mastery on the Florida Standards Assessment.
 - Analyze student data and redirect instruction as indicated by data.
 - Provide training for teachers on how to effectively give reading and math differentiated instruction.
- Continue to identify the weakest standards through ongoing data analysis, data chats, daily walkthroughs and the incorporation of differentiate instruction.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Teachers are provided with common grade level planning time by grade levels to collaborate regularly, problem solve, share best teaching practices, evaluate implementation, make decisions, and practice new processes and skills. The Leadership team also facilitates the process of building consensus, increasing infrastructure, and making decisions about new implementations across the curriculum.

Teachers also meet weekly with their Transformational Literacy and Math Coach to ensure instruction is driven by data.

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

1. Principal will have regular meetings for new teachers.
2. Assistant Principal will partner a new teacher with veteran faculty.
3. Principal and Assistant Principal will recruit interns from the University of Miami and Florida International University as they complete their program.

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

At this time there are not any teachers who will be in the Teacher Mentoring Program. However, the school's teacher mentoring program/plan would:

- Have the mentor and mentee meet bi-weekly in a professional learning community to discuss organization skills, behavior management and curriculum.
- Time will be allotted for feedback and planning.

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.

Bel-Aire Elementary provides opportunities for teachers to unpack the standards to plan and discuss reading, writing, science and math curriculum that aligns to the standards. Administration ensures that the curriculum is aligned with the new Florida Standards through the implementation of the District's Pacing Guides. The Leadership Team monitors the programs and materials used by daily walk throughs, lesson plans and formal observations. Collaborative/Common Grade Level planning sessions are offered throughout the week whereby teachers meet and plan with the Transformational Coaches.

Professional Development opportunities are made available during the District PD Days.

Opportunities to

collaborate through grade level planning and/or during after school Professional Development gives all staff members opportunities to develop a deeper understanding of the new standards along with core instructional resources.

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 Literacy Leadership Team at Bel-Aire Elementary school will meet weekly. The Literacy Leadership Team will analyze the data and look for data trends. A Grade Level Planning schedule makes coaches available to the teachers to plan. Coaches and teachers are using the District Pacing Guides, reviewing data, grouping students based on their needs, developing differentiated instruction plans and sharing best practice strategies. Data is used to adjust the delivery of curriculum and instruction to meet the specific needs of the students and drives decisions regarding targeted

professional development and implement interventions.

Additionally, the following programs are available to assist students who are having difficulties attaining proficiency:

- Wonder Works
- i-Ready Reading/Mathematics
- Discovery Education
- Think Central
- GIZMOS
- Title III ELL Tutoring

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: Before School Program

Minutes added to school year: 1

After-School tutoring, Title III tutoring services for ELL students.

Minutes—After-School Tutoring an additional 120 minutes a week.

Students who are ELL in 3rd, 4th and 5th grade will be offered the opportunity of attending the Title III tutoring program. The students will have an additional 120 minutes of learning a week.

Strategy Rationale

Tutoring will be made available to all ELL students in grades 3rd-5th in order to give them additional support in Reading and Mathematics.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Oliu, Yolanda, pr0261@dadeschools.net

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

Data will be collected through mini-assessments and I-Ready results---by tutoring group. The data will be analyzed to determine the effectiveness of the additional support implemented.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

At Bel-Aire Elementary School, the families of preschool children transitioning into kindergarten programs are provided assistance during the school's Kindergarten Meet & Greet, held annually in the spring. At this meeting, parents are provided an overview of the school and the facility, immunization and health information is provided, and registration information is provided. Children are given an opportunity to meet the teachers and experience various kindergarten activities. Families of preschool disabled children are provided transition assistance through the school's ESE department. The school works with the district by providing readiness diagnostic assessments for students from

Head Start and VPK programs outside the school. Students are administered the VPK Bright Beginnings VPK Assessment and the beginning, mid-year and end of year assessments to monitor growth. Kindergarten registration will begin in May and Connect-Ed messages will be made to the parents, flyers will be sent home with the students making them aware of the dates and the registration requirements.

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.

NA

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

NA

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

NA

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.

NA

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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

1 = Problem Solving Step S123456 = Quick Key

Strategic Goals Summary

G1. If core instructions is increased in all content areas, then student achievement will improve.

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 core instructions is increased in all content areas, then student achievement will improve. 1a

G096981

Targets Supported 1b

Indicator	Annual Target
Math Achievement District Assessment	43.0

Targeted Barriers to Achieving the Goal 3

- Limited evidence of collaborative planning for higher level questioning and student engagement.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Math Coach, Literacy Coach, Teachers, Go Math, Item Specifications, Pacing Guide, Ready Florida MAFS, i Ready, Computer , Lab, Saxon, Wonderworks.

Plan to Monitor Progress Toward G1. 8

Results of assessments such as Math and Science Topic Assessments, I-ready results and Literacy E-Assessments will be utilized to determine progress toward our goal.

Person Responsible

Yolanda Oliu

Schedule

Daily, from 8/21/2017 to 6/7/2018

Evidence of Completion

Decrease the percent of students absent and tardy to school

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. If core instructions is increased in all content areas, then student achievement will improve. 1

G096981

G1.B1 Limited evidence of collaborative planning for higher level questioning and student engagement. 2

B260899

G1.B1.S1 Common planning sessions with the Educational Transformation Office coaches and administration will specifically address opportunities to engage the learner through collaborative structures and questioning strategies. 4

S276282

Strategy Rationale

Maintaining collaborative structures will assist to develop questioning strategies.

Action Step 1 5

Introduce action plan to teachers during a faculty meeting.

Person Responsible

Yolanda Oliu

Schedule

On 9/13/2017

Evidence of Completion

Agenda and sign in sheet

Action Step 2 5

Provide training during common planning to introduce research based strategies for student engagement and collaborative conversations.

Person Responsible

Monica Maza

Schedule

On 9/20/2017

Evidence of Completion

Agenda, coaching calendar and sign in sheet

Action Step 3 5

Teachers will implement the strategies presented in training sessions in lessons that engage students through collaborative conversations daily end products utilizing high level questioning.

Person Responsible

Yolanda Oliu

Schedule

Daily, from 9/27/2017 to 6/7/2018

Evidence of Completion

Lesson Plans, Administrative Walkthroughs and observations

Action Step 4 5

Identify teachers who demonstrate a need for a coaching cycle and provide follow up support

Person Responsible

Fiona Adshead

Schedule

Every 3 Weeks, from 9/5/2017 to 12/13/2017

Evidence of Completion

Coaching Calendar

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

Common planning sessions will be monitored to ensure that planning to engage the learner through collaborative structures and questioning strategies is completed.

Person Responsible

Yolanda Oliu

Schedule

Daily, from 9/5/2017 to 6/7/2018

Evidence of Completion

Walkthroughs

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

Data chats will be implemented to monitor the effectiveness of core instruction in the content areas.

Person Responsible

Yolanda Oliu

Schedule

Daily, from 10/12/2017 to 10/12/2017

Evidence of Completion

Administrative walktroughs

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B1.S1.A1 A372019	Introduce action plan to teachers during a faculty meeting.	Oliu, Yolanda	9/13/2017	Agenda and sign in sheet	9/13/2017 one-time
G1.B1.S1.A2 A372020	Provide training during common planning to introduce research based strategies for student...	Maza, Monica	9/20/2017	Agenda, coaching calendar and sign in sheet	9/20/2017 one-time
G1.B1.S1.MA1 M400191	Data chats will be implemented to monitor the effectiveness of core instruction in the content...	Oliu, Yolanda	10/12/2017	Administrative walktroughs	10/12/2017 daily
G1.B1.S1.A4 A372022	Identify teachers who demonstrate a need for a coaching cycle and provide follow up support	Adshead, Fiona	9/5/2017	Coaching Calendar	12/13/2017 every-3-weeks
G1.MA1 M400193	Results of assessments such as Math and Science Topic Assessments, I-ready results and Literacy...	Oliu, Yolanda	8/21/2017	Decrease the percent of students absent and tardy to school	6/7/2018 daily
G1.B1.S1.MA1 M400192	Common planning sessions will be monitored to ensure that planning to engage the learner through...	Oliu, Yolanda	9/5/2017	Walkthroughs	6/7/2018 daily
G1.B1.S1.A3 A372021	Teachers will implement the strategies presented in training sessions in lessons that engage...	Oliu, Yolanda	9/27/2017	Lesson Plans, Administrative Walkthroughs and observations	6/7/2018 daily

V. Professional Development Opportunities

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

G1. If core instructions is increased in all content areas, then student achievement will improve.

G1.B1 Limited evidence of collaborative planning for higher level questioning and student engagement.

G1.B1.S1 Common planning sessions with the Educational Transformation Office coaches and administration will specifically address opportunities to engage the learner through collaborative structures and questioning strategies.

PD Opportunity 1

Provide training during common planning to introduce research based strategies for student engagement and collaborative conversations.

Facilitator

Monica Maza

Participants

Instructional Staff

Schedule

On 9/20/2017

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	Introduce action plan to teachers during a faculty meeting.	\$0.00
2	G1.B1.S1.A2	Provide training during common planning to introduce research based strategies for student engagement and collaborative conversations.	\$0.00
3	G1.B1.S1.A3	Teachers will implement the strategies presented in training sessions in lessons that engage students through collaborative conversations daily end products utilizing high level questioning.	\$0.00
4	G1.B1.S1.A4	Identify teachers who demonstrate a need for a coaching cycle and provide follow up support	\$0.00
Total:			\$0.00