

Miami-Dade County Public Schools

# Biscayne Gardens Elementary



2017-18 Schoolwide Improvement Plan

## Biscayne Gardens Elementary

560 NW 151ST ST, Miami, FL 33169

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

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	Yes	98%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	C	C*	F

*\*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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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>6</b>
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	15
Ambitious Instruction and Learning	16
<b>8-Step Planning and Problem Solving Implementation</b>	<b>20</b>
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	22
<b>Appendix 1: Implementation Timeline</b>	<b>26</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>27</b>
Professional Development Opportunities	27
Technical Assistance Items	28
<b>Appendix 3: Budget to Support Goals</b>	<b>28</b>

## 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 Biscayne Gardens Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	- 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 necessary to develop academic skills, habits of mind, and character traits necessary to reach the highest potential of the school community. Biscayne Gardens Elementary School strives to maintain high expectations of excellence for all students, teachers, and through quality instruction, fostering a lifelong love of learning while developing responsible and productive citizens for the twenty-first century.

##### 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 working collaboratively to develop the whole child. Develop each student intellectually, physically, and emotionally; provide self-esteem and confidence; prepare our students to be responsible citizens and effective problem solvers; provide a safe learning environment; and increase parental involvement in all facets of their children's development.

#### 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, 5000 Role Models, home visits conducted by our Community Involvement Specialist, iAttend Interventionist, 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 provided by the Assistant Principal (RtI Tier I or Tier II) over a 4 week monitoring period.
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 Office.

8. 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.

9. School wide implementation of the Values Matter Initiative - involving staff and students

For Students:

10. School-wide discipline plan is enforced with consistency.

11. School counselor implements Student Peer Mediation Program.

12. Students participate in Opening of School Grade Level Expectation assemblies.

13. Parents receive an informational letter explaining the Code of Student Conduct to be signed and returned to school for placement in students' cumulative folder.

14. Values Matters Core Values and school-wide rules are read on morning announcements with class discussion follow-up.

15. Fifth grade boys are offered the opportunity to participate the 5000 Role Models of Excellence program.

16. Students may participate in Safety Patrols, Florida Future Educators of America, and Youth Crime Watch programs.

17. Students in grades 1-5 receive small-group counseling for anger management and coping skills.

18. 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 activities.

**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, family needs assistance, grade monitoring, after-school care, and academic advisement.

In addition, the school collaborates with the Youth Crime Watch, Miami-Dade Police Department, and the Parent Academy. Additionally, the iAttend attendance interventionist monitors attendance and meets with parents on an on needs basis.

### 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.**

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	3	4	6	16	9	1	0	0	0	0	0	0	0	39
Level 1 on statewide assessment	2	10	8	28	17	15	0	0	0	0	0	0	0	80

**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	11	11	18	19	13	0	0	0	0	0	0	0	75

**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 tutorial services and/or Saturday Academy and are monitored consistently. Additionally, these students' academic deficiencies are addressed during differentiated instruction in Reading and/or Math.

**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**



Biscayne Gardens Elementary promotes positive relationships with parents by implementing various activities, incentives and programs at the school site. The Community Involvement Specialist hosts monthly parental meetings. During these meetings, she invites the Reading and Mathematics coach to present instructional strategies to increase parents' conceptual understanding, enabling them to assist their children. The Community Involvement Specialist also assists and encourages students to become active school volunteers. Parents are encouraged to visit the Parent Resource Center and monitor their child's progress using the Parent Portal. Parents are informed of school events and activities through Connect-Ed messages, monthly calendars, and the school's website.

**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. The committee actively pursues 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 utilizes resources to help support the school and student achievement. In addition, the school's ESSAC committee recruits support from the community to partner with the school in order to strengthen overall student academic and social success.

**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
Dugas, Marie	Principal
Dugas, Marie	Assistant Principal
Person, Keisha	Instructional Coach
	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.**

Mrs. Deborah G. Riera, Principal and/or Mrs. Marie Dugas, Assistant Principal, serve as the instructional leaders of the school. They oversee the operations and instructional programs to ensure the proper implementation of all programs - core, enrichment and intervention. They are also responsible for scheduling and facilitating regular Rtl meetings, ensuring attendance of team members, follow-up of action steps, and allocation of resources.

Instructional Coaches -Provides guidance on the instructional program providing strategies and support to the instructional staff. They assist in the collection of data and provides professional development to teachers. The members will continue to evaluate intervention efforts for students by subject, grade, and intervention.

Counselor; Provides services and expertise on issues ranging from assessment and intervention. She also gives input as to the emotional factors that impact learning.

**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. The MTSS Leadership Team identifies instructional priorities by conducting a thorough analysis of data by subject and reporting category. The MTSS/Rtl Leadership Team reviews all strategies/action steps associated with each objective to maximize efficiency and effectiveness. This team uses the Tier 1 problem solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement and positive behaviors.
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.
5. Respond 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 Tier Levels to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Monitoring that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention with fidelity.
8. Gather on-going progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

In addition, school administration will schedule and facilitate regular Rtl Leadership Team meetings, ensure attendance of all team members, ensure follow-up of the action plan and allocate resources. Furthermore, for Tier 1 problem solving, the Leadership Team members will meet periodically to review consensus, infrastructure, and implementation of MTSS.

2. The school's Leadership Team will include additional personnel as resources to the team determined by 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/Rtl is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. Rtl 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). The school based, Title I funded Community Involvement Specialist (CIS), serves as a bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The school 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 our school's Parent Involvement Plan (PIP), the school improvement process, the life of the school and the Title I Parent Orientation 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, neglected and delinquent students.

#### Title I, Part C- Migrant

N/A

#### 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 the school's registrar on the procedures for enrolling homeless students and for the 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 Biscayne Gardens Elementary. The 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.

Biscayne Gardens offers the 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 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 first grade. Additionally, TEAM a team class for second, third, fourth, and fifth grade.

#### 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, 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 of 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 and 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. HClOS enhances the health education activities provided by the schools and by the health department. HClOS 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 Myrtil	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**

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 committee reviewed and approved the school improvement plan.

*b. Development of this school improvement plan*

The SAC committee met to evaluate the SIP and made recommendations for the 2017-2018 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 in the amount of \$2999.99 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
Cooper, Brittany	Teacher, K-12
Person, Keisha	Instructional Coach
	Instructional Coach
Dugas, Marie	Principal
Fleureme, Emane	School Counselor
Dugas, Marie	Assistant Principal
Puryear, Corey	Teacher, K-12
Deberry Royer, Debra	Teacher, ESE
Jordan, Danielle	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 analyze student data and adjust 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 Reader program. Students in grades 3-5 will have the ability to access the program on their school provided laptops. MyOn Reader offers students the opportunity to access unlimited books, which helps to improve and increase student comprehension.

**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.**

The school's strategy to encourage positive working relationships between administration and teachers is to have organized collaborative planning times which includes administrators, 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, to provide visitation opportunities for new and veteran teachers. The visitor will witness the benefit of best practices, teaching strategies, and effective classroom environments.

**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.**

The school uses iReady in Reading and Mathematics to strengthen the required skills by Florida Standards. The iReady Toolbox is used to plan differentiated instruction using student data. 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 instructional plans are 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:** 200

Students will participate in After School Program to address their needs for academic improvement.

**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 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.**

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 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

 = 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

G097032

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	25.0
Math Lowest 25% Gains	5.0

**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 8/22/2017 to 6/7/2018

**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

**1** = Problem Solving Step       **S123456** = Quick Key

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

G097032

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

B261044

**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

S276406

### **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 8/22/2017 to 6/7/2018

#### **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 9/30/2017 to 6/7/2018

#### **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 8/22/2017 to 6/7/2018

**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 8/29/2017 to 6/7/2018

**Evidence of Completion**

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

**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 8/22/2017 to 6/7/2018

**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 8/22/2017 to 6/7/2018

***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
<b>2018</b>					
G1.MA1  M400476	Ensure that teachers maintain Data Binders that disaggregate and analyze current assessments....	Dugas, Marie	8/22/2017	Lesson Plans, Student work folders, Classroom Walkthroughs, DI Planning and Grouping Form, Student Data Tracking Sheets.	6/7/2018 monthly
G1.B1.S1.MA1  M400474	Teachers will develop lesson plans that demonstrate an understanding of differentiated instruction...	Dugas, Marie	8/22/2017	Lesson plans, Classroom Walkthroughs, DI Planning and Grouping Form, Student Data Tracking Sheets.	6/7/2018 weekly
G1.B1.S1.MA1  M400475	Ensure that teachers register and participate in the professional development opportunities offered...	Dugas, Marie	8/22/2017	Classroom Walkthrough logs, lesson plans, DI Grouping Form, Data Debriefing agenda, and students' work samples.	6/7/2018 weekly
G1.B1.S1.A1  A372342	Provide professional development on effective use of data during differentiated instruction.	Dugas, Marie	8/22/2017	Agenda, Sign-in-sheets	6/7/2018 quarterly
G1.B1.S1.A2  A372343	Engage teachers in the collection and analysis of on going data and provide professional...	Dugas, Marie	9/30/2017	I-Ready Profile reports, oral reading fluency, reading foundation screeners	6/7/2018 monthly
G1.B1.S1.A3  A372344	Conduct weekly collaborative planning sessions.	Dugas, Marie	8/22/2017	Sign-in sheets	6/7/2018 weekly
G1.B1.S1.A4  A372345	Conduct classroom walkthroughs and support selected teachers by utilizing the coaching cycle with...	Dugas, Marie	8/29/2017	Classroom Walkthrough logs, lesson plans, collaborative planning sessions sign-in sheets, students' work samples.	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 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 8/22/2017 to 6/7/2018

## 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
<b>Total:</b>			<b>\$0.00</b>