Biscayne Beach Elementary School

2017-18 Schoolwide Improvement Plan

Biscayne Beach Elementary School

800 77TH ST, Miami Beach, FL 33141

http://biscayne.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	91%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	92%

School Grades History

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

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 Biscayne Beach 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.

Our mission at Biscayne Elementary Community School is to provide our students with an educational experience that will empower them to make a positive contribution in our global society.

b. Provide the school's vision statement.

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

2. School Environment

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

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

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

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

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.

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

discussions, and/or parent conferences. Teachers follow progressive discipline with established protocols for all disciplinary incidents. Clear behavioral expectations are shared with all students via assemblies, school-wide signs, parent meetings and letters, morning announcements. Additionally, the IB Learner Profile Attributes and Attitudes are highlighted in the monthly calendar and during activities conducted throughout the school. Parents and students are invited to the The Tiger of the Month celebrations which highlights students who exemplify IB attributes. The school social worker meets with identified students and provides strategies that promote positive reinforcement. The Miami Beach Police Liaison visits with students and provides lessons associated with behavior management techniques and coping strategies.

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.

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

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

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	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	9	2	4	4	8	0	0	0	0	0	0	0	27
Level 1 on statewide assessment	0	12	11	23	39	16	0	0	0	0	0	0	0	101

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	13	11	10	39	19	0	0	0	0	0	0	0	92

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

Biscayne Elementary Community School, uses various early warning indicators based on readily accessible data which help promote student success. We systematically collect data on academic performance in diverse assessments and utilize all available information to look for patterns and identify school climate issues that may contribute to possible issues related to low academic performance. Students are generally identified as working above, at (proficient), or below grade level. Administrators and teachers conduct ongoing progress monitoring and data chats to identify and help develop individualized plans for students in jeopardy of failing and for every student to ensure academic, social, and behavioral success. Students who are retained also receive individual and/or group counseling. Students retained in Grade 3 participate in a highly structured intensive acceleration course for the the year. Students scoring below proficiency levels on standardized assessment are monitored and provided additional assistance in core subjects. Differentiated Instruction is provided at all grade levels for both reading and mathematics. Parent meetings are held to develop strategies and goals to help improve student attendance.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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 Elementary will engage parents through a variety of parent workshops offered at the school. The school holds numerous family oriented activities such as "Family Fun Night", FSA Night, student performances, IB and STEAM events. Our Community Involvement Specialist as well as the school counselor meet with parents on an as needed basis to provide support for families and improve student attendance. Parents receive flyers, connect-ed messages, and class Dojo regarding activities taking place at the school.

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 Community School here at Biscayne Elementary provides a variety of programs to students, including after- school care, ballet, computer training, chess, music appreciation, soccer as well as educational courses for adults.The Community School strives to involve all families and community partners. The entire staff works towards building strong external relationships by seeing parents and community businesses as partners in helping students learn. Biscayne Elementary Community school

creates a welcoming environment for all parents and community business leaders by greeting them warmly when they call or visit the school. Staff members maintain regular, open communication with parents about how they can assist their children at home. There is a common understanding that teachers and parents are partners and must work collaboratively to increase student learning. Every effort is made to ensure parents are active participants in their child's schooling. The Parent, Teacher Association (PTA) actively promotes parent involvement through monthly events such as the Tiger Month, Family nights, and workshops. Parents are encouraged to volunteer their time to support the school.

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
Villalba-Belusic, Karen	Principal
Borges, Josefina	Instructional Coach
Herrera, Ana	Assistant Principal
Diaz, Tanya	Assistant Principal
Garcia, Iris	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.

Principal:
Provides a common vision for the use of data-based decision-making, ensures that the school based team is properly implementing RtI, conducts assessment of RtI skills of school staff, ensures the implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and actions.

Assistant Principal:
Assists the principal in ensuring the school-based team implements RtI, conducts assessment of RtI skills of the staff, ensures the implementation of intervention support and documentation ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and actions.

Instructional Coaches Reading/Math/PBS
Develops, leads, and evaluates school core content standards/programs. Identifies systematic patterns of student needs while working with Curriculum Support personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Provide classroom follow-up on best practices and use the coaching cycle to support teachers.

The Leadership Team at Biscayne Elementary Community School:

• Monitors and adjusts the school's academic and behavioral goals through data gathering and data analysis.
• Monitors the fidelity of the delivery of instruction and intervention.
• Provides levels of support and interventions to students based on data.
• Considers data for the end of year Tier 1 problem solving process

The school based Leadership Team at Biscayne Elementary Community School is comprised of the following individuals
Ms. Karen Belusic, Principal
Mr. Edric Valdes, Assistant Principal
Ms. A. Herrera, Assistant Principal
Dr. Josefina Borges, Instructional Coach
Ms. Iris Garcia , Instructional Coach

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 MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather Ongoing Progress Monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

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

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

The school is also supported by Debbie Master (School Social Worker), Kelsey Levy (Speech Therapist), Noemi Ramirez (School Psychologist).

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 are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. 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 OPM measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

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

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

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Title I, Part A
Biscayne Elementary Community School provides services to ensure students requiring additional remediation are assisted through in school tutoring, after school programs, and/or summer school. The district coordinates with Title II and Title III in ensuring Biscayne Elementary School's staff development needs are provided. Support services are provided to Biscayne Elementary School students. Curriculum Coaches develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student needs, while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk", assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

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

At this time Biscayne Elementary does not have any migrant students.

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

Title X- Homeless
The Homeless Assistance Program is available to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
• Upon identification and classification of a student as homeless, Biscayne Elementary is eligible to receive services and will do so.
• Project Upstart, Homeless Children & Youth Program will assists the school with the identification, enrollment, attendance, and transportation of homeless students.
• The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
• Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each

school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
• The counselor continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
• Biscayne Elementary has identified the school counselor as the school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

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

Nutrition Programs
1) Biscayne Elementary Community School adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2) Nutrition education, as per state statute, is taught through physical education.
3) Biscayne Elementary Community School's Food Service Program, school breakfast, school lunch and After Care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District Wellness Policy.

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

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Karen Villalba-Belusic	Principal
Josefina Borges	Teacher
Angela Ramsingh	Teacher
Aurora Zayas	Education Support Employee
George Pardo	Business/Community
Jose Chorens	Business/Community
Maria Iglesias-Ramesar	Teacher
Rafael Oviedo	Teacher
Vivianna Padron	Teacher
Karmenchu Santana-Vega	Business/Community
Corinne Boulos	Teacher
Celestino Lopez	Teacher
Roberto Loa	Business/Community
Lourdes Villalobos	Parent
Sofia Costa	Teacher
Karina Anzuate	Parent
Sara Alvarez	Teacher
Andrea Suarez	Parent
Jessica Rivero	Parent
Muriel Odige	Parent
Erika Suarez	Parent
Gael Romero	Student
Patti Drewniak	Business/Community
Patti O'Brien	Parent

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, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

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

b. Development of this school improvement plan

The involvement of the EESAC in the development of this SIP was to assist in the review of data, develop and collaborate effective goals and strategies and to assure that a portion of funds provided in the annual General Appropriations Act would be used for implementing the School Improvement Plan.

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

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

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

The EESAC Funds were used to support school-wide instructional technology needs. A school license for Brain-Pop was purchased for use with PreK-5 students.

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
Villalba-Belusic, Karen	Principal
Borges, Josefina	Instructional Coach
Herrera, Ana	Assistant Principal
Diaz, Tanya	Assistant Principal
Garcia, Iris	Instructional Coach

b. Duties

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

The literacy team promotes reading throughout the year with various programs, contests, and activities such as: Read for the Record, Read Conmigo, Dr. Seuss Read Across America, Annual Book Fair, Book Swap, Birthday Books, Girl Scout Book Give Away, Story Time activities, MyOn, Miami Book Fair fieldtrips, and iReady.

D. Public and Collaborative Teaching
The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, §
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 in each grade level have planning times in the master schedule in common, encouraging teachers to plan together and collaborate. Teachers plan with instructional coaches, where they receive guidance and refine their instructional teaching practices. During common planning sessions, teachers discuss strategies, lessons and activities that are aligned to the daily learning targets. Lesson Studies/

Peer Observations are conducted to refine and enhance instructional practices. Professional developments sessions are conducted throughout the school year to increase teachers conceptual understanding of content and teachers are enabled to see best practices in action.

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

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

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

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

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 the instructional programs and materials from McGraw Hill (Reading) and Houghton Mifflin Harcourt (Math) which was adopted and supported by the district. Biscayne Elementary ensures that teachers unwrap the Florida standards during common planning in order to plan, discuss and ensure the curriculum is in alignment to the standards. This supports a deeper level of comprehension.

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.

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

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: 16,200

Biscayne Elementary Community School's after school program reinforces students' daily lessons. After School personnel accesses web pages related to the subjects the students are studying to obtain additional information. After-school personnel have access to Go Math and McGraw-Hill's WonderWorks. In addition students have access to computer-based programs; i-Ready, Gizmo, Brain Pop, MyOn, and Discovery Education.

The after school program also provides Enrichment programs providing Chess, Soccer, Arts 4 Learning, Ballet and Music Appreciation.

After school tutoring is provided for targeted students two times a week for one hour from January to April. In addition, English Language Learners are provided with after school tutoring from November to April.

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Herrera, Ana, anaherrera@dadeschools.net

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

The after-school Assistant Principal collects and analyzes the results of students i-Ready Math and Reading Diagnostic Scores of students enrolled in the after-school program. She monitors the students progress throughout the year to target students for after-school intervention. She will use the Grade K-2 SAT and Grades 3-5 FSA Assessments as summative assessments.

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.

Biscayne Elementary Community School provides orientations, tours, and individual parent and staff meetings for neighboring school PK and K students (Head Start, Private and Public). Half day orientations are planned and conducted where the students and parents visit the school and classrooms to see the daily routine for the students. Additionally, information is provided for all parents in the front office, via written, verbal, and ConnectEd messages. All incoming ELL-Kindergarten students are assessed with the OLPS and Grade 1-5 students are assessed with the Online CELLA to determine individual placement needs.

Title I Administration assists the school by providing supplemental funds beyond the State of Florida's funding of Voluntary Pre-Kindergarten (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to acquire knowledge through initiatives shared with supportive adults.

Headstart program also provides regular parent training on a variety of topics including transition to kindergarten.

Grade 5 students are provided field trips to visit Nautilus Middle school and a parent orientation meeting is held at Biscayne Elementary to ease the transition from elementary to middle school. Articulation meetings between the teachers at Biscayne Elementary and Nautilus Middle school take place in the spring.

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, § 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.

NA

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"Â? 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.

NA

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 instruction 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 instruction is increased in all content areas then student achievement will improve. 1a

🔑 G097099

Targets Supported 1b

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

Targeted Barriers to Achieving the Goal 3

- Biscayne Elementary Community school struggles to transition from traditional teacher-created tasks to student-centered, technology integrated learning.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Weekly Common Planning Sessions, Professional Learning Communities, technology, community partnerships

Plan to Monitor Progress Toward G1. 8

Administration and Curriculum Coaches will review lesson plans to assure STEAM integration.

Person Responsible
Tanya Diaz

Schedule
Biweekly, from 11/1/2017 to 6/7/2018

Evidence of Completion
Lesson plans, student journals, will reflect integration of STEAM

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 instruction is increased in all content areas then student achievement will improve. 1

🔑 G097099

G1.B1 Biscayne Elementary Community school struggles to transition from traditional teacher-created tasks to student-centered, technology integrated learning. 2

🔑 B261203

G1.B1.S1 Biscayne Elementary will undergo the process to become a STEAM Designated School. 4

🔑 S276543

Strategy Rationale

By completing the STEAM Designated School process, Biscayne will move from a more traditional teacher-created environment to a standard driven, student-centered, tech-integrated learning environment thus increasing student achievement.

Action Step 1 5

Apply to become a STEAM Designated School

Person Responsible

Iris Garcia

Schedule

On 8/21/2017

Evidence of Completion

School's completed application

Action Step 2 5

Provide teachers with workshops on the integration of Science, Technology, Engineering, Arts, Math (STEAM)

Person Responsible

Iris Garcia

Schedule

Quarterly, from 10/3/2017 to 6/7/2018

Evidence of Completion

Workshop Agendas and Sign in sheets

Action Step 3 `5`

Provide parents with workshops on appropriate uses of technology

Person Responsible

Ana Herrera

Schedule

Monthly, from 9/29/2017 to 6/7/2018

Evidence of Completion

Workshop Agendas and Parent Sign in sheets.

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

STEAM Committee will meet to assure all requirements of STEAM Designation process are met and completed.

Person Responsible

Iris Garcia

Schedule

Monthly, from 8/18/2017 to 6/7/2018

Evidence of Completion

Agendas, STEAM rubric and checklist, School designated a STEAM School

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

Data Chats will be held to analyze STEAM rubric and develop targeted areas of improvement.

Person Responsible

Karen Villalba-Belusic

Schedule

Quarterly, from 11/1/2017 to 6/7/2018

Evidence of Completion

STEAM Rubric, Plan of improvement, sign-in 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
2018					
G1.B1.S1.A1 🔍 A372673	Apply to become a STEAM Designated School	Garcia, Iris	8/21/2017	School's completed application	8/21/2017 one-time
G1.MA1 🔍 M400805	Administration and Curriculum Coaches will review lesson plans to assure STEAM integration.	Diaz, Tanya	11/1/2017	Lesson plans, student journals, will reflect integration of STEAM	6/7/2018 biweekly
G1.B1.S1.MA1 🔍 M400803	Data Chats will be held to analyze STEAM rubric and develop targeted areas of improvement.	Villalba-Belusic, Karen	11/1/2017	STEAM Rubric, Plan of improvement, sign-in sheets	6/7/2018 quarterly
G1.B1.S1.MA1 🔍 M400804	STEAM Committee will meet to assure all requirements of STEAM Designation process are met and...	Garcia, Iris	8/18/2017	Agendas, STEAM rubric and checklist, School designated a STEAM School	6/7/2018 monthly
G1.B1.S1.A2 🔍 A372674	Provide teachers with workshops on the integration of Science, Technology, Engineering, Arts, Math...	Garcia, Iris	10/3/2017	Workshop Agendas and Sign in sheets	6/7/2018 quarterly
G1.B1.S1.A3 🔍 A372675	Provide parents with workshops on appropriate uses of technology	Herrera, Ana	9/29/2017	Workshop Agendas and Parent Sign in sheets.	6/7/2018 monthly

V. Professional Development Opportunities

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

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

G1.B1 Biscayne Elementary Community school struggles to transition from traditional teacher-created tasks to student-centered, technology integrated learning.

G1.B1.S1 Biscayne Elementary will undergo the process to become a STEAM Designated School.

PD Opportunity 1

Provide teachers with workshops on the integration of Science, Technology, Engineering, Arts, Math (STEAM)

Facilitator

Iris Garcia and Josefina Borges

Participants

Faculty and Staff

Schedule

Quarterly, from 10/3/2017 to 6/7/2018

PD Opportunity 2

Provide parents with workshops on appropriate uses of technology

Facilitator

Parent Academy

Participants

Parents and community memebers

Schedule

Monthly, from 9/29/2017 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	Apply to become a STEAM Designated School	$0.00
2	G1.B1.S1.A2	Provide teachers with workshops on the integration of Science, Technology, Engineering, Arts, Math (STEAM)	$0.00
3	G1.B1.S1.A3	Provide parents with workshops on appropriate uses of technology	$0.00
		Total:	$0.00