

Miami-Dade County Public Schools

Biscayne Gardens Elementary



2021-22 Schoolwide Improvement Plan

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Biscayne Gardens Elementary

560 NW 151ST ST, Miami, FL 33169

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

Demographics

Principal: Marie Dugas R

Start Date for this Principal: 4/23/2020

2019-20 Status (per MSID File)	Closed: 2022-06-30
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	0%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2018-19: B (61%) 2017-18: B (60%) 2016-17: B (57%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	93%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

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<https://www.floridacims.org>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

Biscayne Gardens Elementary School will develop academic skills, habits of mind, and the character traits necessary for each child to reach their full potential.

Provide the school's vision statement.

Biscayne Gardens Elementary school believes that every student can learn. We foster a learning environment focus on intellect, physical and emotional wellness, build self-esteem, and confidence to encompass the whole child.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Dugas, Marie	Principal	As the school Principal, I oversee all instructional and operational aspects of the school.
Miel, Cindy	Assistant Principal	As the school Assistant Principal, I assist the principal in various duties such as building teacher capacity and cultivating teacher leaders, engaging and providing support to stakeholders including parents, teachers, students and school support personnel. I provide opportunities for teachers and staff to take part in the decision making process through leadership team meetings where grade level chairs, PLST members, and other teacher leaders collaborate to achieve the vision of Biscayne Gardens Elementary.
Merovee, Marc	Teacher, ESE	ESE Teacher and PLST Member. - As an ESE teacher, I provide engaging and meaningful lessons to my students. I work collaboratively with administrators and parents to address academic, social and emotional needs of my students. As a PLST member, I work collaboratively with administrators, teachers, and community stakeholders to promote school culture and student learning.
Anderson Nunez, Sandra	Teacher, PreK	Pre-K ESE Teacher, Secretary of the PTA and PLST Member - As an ESE teacher, I provide engaging and meaningful lessons to my students and ensure that they have a safe and healthy learning environment. I work collaboratively with administrators and parents to address the academic, social and emotional needs of my students. As the secretary of the PTA, I assist during meeting by documenting the topics discussed and the meeting times. As a PLST member, I work collaboratively with administrators, teachers, parents and community stakeholders to promote school culture and student learning.
Reusch, Erin	Teacher, PreK	VPK Teacher, EESAC Chairperson, Gradebook Manager, and PLST member. As a PLST member, I strive to promote a school culture of professional growth. As a VPK teacher, I instruct and guide my students in everything from academics to social emotional domains. As the EESAC Chair, I conduct meetings and work to engage stakeholders and community members in the decision making process at Biscayne Gardens Elementary. As the Gradebook manager, I assist staff with any issues they have and provide assistance with gradebook as needed.

Demographic Information

Principal start date

Thursday 4/23/2020, Marie Dugas R

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

15

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

39

Total number of teacher positions allocated to the school

85

Total number of students enrolled at the school

745

Identify the number of instructional staff who left the school during the 2020-21 school year.

3

Identify the number of instructional staff who joined the school during the 2021-22 school year.

14

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	30	47	61	62	51	71	148	156	119	0	0	0	0	745
Attendance below 90 percent	2	15	15	12	8	9	52	81	59	0	0	0	0	253
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	10	2	0	27	28	22	27	0	0	0	0	116
Course failure in Math	0	0	5	5	0	19	39	32	36	0	0	0	0	136
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	5	24	34	29	0	0	0	0	92
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	3	25	36	28	0	0	0	0	92
Number of students with a substantial reading deficiency	0	7	30	28	16	33	63	106	76	0	0	0	0	359
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	6	1	0	19	51	57	49	0	0	0	0	183

The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	10	0	0	12	12	2	0	0	0	0	36	
Students retained two or more times	0	0	0	0	0	0	11	7	6	0	0	0	0	24	

Date this data was collected or last updated

Wednesday 6/30/2021

2020-21 - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - Updated**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		
Number of students enrolled	57	65	69	72	74	74	166	139	139	0	0	0	0	855	
Attendance below 90 percent	17	16	12	10	9	16	79	71	61	0	0	0	0	291	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	10	2	4	27	7	20	35	34	0	0	0	0	139	
Course failure in Math	0	5	5	2	19	12	30	46	15	0	0	0	0	134	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	5	4	33	32	37	0	0	0	0	111	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	3	3	36	31	29	0	0	0	0	102	

The number of students with two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	6	1	2	19	10	56	58	49	0	0	0	0	201	

The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	1	0	0	0	0	11	12	2	0	0	0	0	26	
Students retained two or more times	0	0	0	0	0	2	8	9	4	0	0	0	0	23	

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				57%	62%	57%	57%	62%	56%
ELA Learning Gains				61%	62%	58%	62%	62%	55%
ELA Lowest 25th Percentile				74%	58%	53%	61%	59%	48%
Math Achievement				73%	69%	63%	71%	69%	62%
Math Learning Gains				68%	66%	62%	61%	64%	59%
Math Lowest 25th Percentile				46%	55%	51%	53%	55%	47%
Science Achievement				47%	55%	53%	52%	58%	55%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	52%	60%	-8%	58%	-6%
Cohort Comparison						
04	2021					
	2019	46%	64%	-18%	58%	-12%
Cohort Comparison		-52%				
05	2021					
	2019	46%	60%	-14%	56%	-10%
Cohort Comparison		-46%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	67%	67%	0%	62%	5%
Cohort Comparison						
04	2021					
	2019	66%	69%	-3%	64%	2%
Cohort Comparison		-67%				
05	2021					
	2019	66%	65%	1%	60%	6%
Cohort Comparison		-66%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	37%	53%	-16%	53%	-16%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

2020-2021 iReady AP1, AP2 and AP3 data was used for grades 1-5.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	42.0%	60.0%	48.0%
	Economically Disadvantaged	40.4%	61.7%	48.9%
	Students With Disabilities	50.0%	66.7%	66.7%
	English Language Learners	0	16.7%	16.7%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	32.0%	48.0%	48.0%
	Economically Disadvantaged	29.8%	48.9%	46.8%
	Students With Disabilities	33.3%	50.0%	66.7%
	English Language Learners	33.3%	16.7%	50.0%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	20.0%	48.0%	50.0%
	Economically Disadvantaged	19.2%	46.8%	48.9%
	Students With Disabilities	20.0%	40.0%	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	16.0%	40.0%	32.0%
	Economically Disadvantaged	14.9%	40.4%	29.8%
	Students With Disabilities	20.0%	0	0
	English Language Learners	0	0	0

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	40.4%	50.0%	57.7%
	Economically Disadvantaged	41.2%	51.0%	56.9%
	Students With Disabilities	25.0%	25.0%	25.0%
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	21.2%	46.2%	51.9%
	Economically Disadvantaged	21.6%	45.1%	52.9%
	Students With Disabilities	0	25.0%	25.0%
	English Language Learners	0	0	0
Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	34.0%	50.0%	32.0%
	Economically Disadvantaged	33.3%	50.0%	31.3%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	26.0%	40.0%	38.0%
	Economically Disadvantaged	25.0%	39.6%	35.4%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	426.2%	61.5%	53.9%
	Economically Disadvantaged	44.9%	59.2%	51.0%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	44.2%	65.4%	63.5%
	Economically Disadvantaged	42.9%	65.3%	63.3%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	14.0%	0
	Economically Disadvantaged	0	15.0%	0
	Students With Disabilities	0	0	0
	English Language Learners	0	14.0%	0

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	73	71		73	86		100				
ELL	39	50		43	36		46				
BLK	44	48	44	42	29	36	41				
HSP	55			64							
FRL	45	46	38	46	32	38	47				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	76	90		78	83		80				
ELL	40	61	76	64	64	57	38				
BLK	54	58	69	71	66	42	45				
HSP	71	79		82	84		50				
FRL	58	61	72	73	69	49	47				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	53	63		72	66		74				
ELL	46	68	74	70	66	54	36				
BLK	55	62	63	71	62	57	55				
HSP	58	53		69	48						
FRL	56	62	61	71	62	53	52				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	45
Total Points Earned for the Federal Index	336
Total Components for the Federal Index	8
Percent Tested	95%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	78
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	43
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	41
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	54
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The Three Year Trend data shows:

- decrease in Science scores from 46% to 37% proficiency.
- sustained ELA and Math proficiency.

For 2019, the school to district comparison shows that our students were:

- performing lower than the district by 10 percentage points, lower than other Tier 1 schools by 20 percentage points in ELA in grades 3-5.
- performing lower than the district by 2 percentage points and lower than other Tier 1 schools by 10 percentage points in Math grades 3-5.
- performing lower than the district by 14 percentage points and lower than other Tier 1 schools by 22 percentage points in Grade 5 Science.

The 2021 results demonstrate showed a:

- decrease in overall ELA of 7 percentage points
- decrease in overall Math of 25 percentage points
- decrease in overall Science of 5 percentage points
- decrease in overall Social Studies of 35 percentage points

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on the 2019 FSA ELA data, we found the BGE scored 20 percentage points lower in Reading than other Tier 1 schools in the district. According to the SAT 2019 data we scored 23 percentage points lower than other Tier 1 schools. The greatest need for improvement is to increase the number of students at proficiency level and decrease the number of students at levels 1 and 2. Based on 2021 data, there was a decrease in all areas.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The most significant contributing factor to the steep decline in student performance is the decreased number of students physically in the building. Student engagement and authentic student learning were a challenge because of quarantines, MSO and dual modality instruction. Having students physically in the building will help close the achievement gap and mitigate the learning loss while increasing student achievement. In addition, we will focus on differentiated instruction and remediation of ELA standards through scaffolding, small group instruction and teacher led centers

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Based on a 3 year trend we have sustained scores in math. In 2019, our third grade students had greater learning gains than the district and other tier 1 schools. The data also showed the most improvement in Algebra 1.

What were the contributing factors to this improvement? What new actions did your school take in this area?

- Provided additional support and interventions to students in the area of mathematics
- Disaggregated Mid-Year data through student item analysis via Performance Matters was a pivotal

factor.

- Teachers used specific benchmarks/standards to teach and remediate.
- Monitoring of the I-Ready program/data
- Grade level assemblies
- Creating a growth mindset positive learning environment of "We Can"

What strategies will need to be implemented in order to accelerate learning?

Strategies implemented to accelerate learning:

- Identify student learning
- Prioritize Academic Standards
- Student Engagement
- Focus on data-driven instruction
- Turning Data into Action (Differentiated Instruction)
- Ongoing Progress Monitoring
- Scaffolding to access on grade level content
- Positive Teacher-Student Relation
- Interventions to accelerate learning

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

During selected department meetings or collaborative planning, academic coaches will facilitate PDs that guide teachers through data disaggregation. They make data-driven decisions to drive standard based planning. Teachers target specific data points from Performance Matters and the I-Ready platforms.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Implementing strategies and incentives to improve attendance and increase parental involvement will effectuate sustainability of improvement for high student achievement. If students are present in school, we can mitigate learning loss and students will make learning goals. Parental involvement will impact student achievement immensely. The Parent Academy virtual campus can provide support to parents regarding different components that affect student achievement. In addition, we can encourage parents to support students through additional learning opportunities such as after school and Saturday tutoring.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:	Based on the data review, Biscayne Gardens will implement the Target Element of Differentiation. This area was also selected based on the impending learning loss due to the Covid-19 pandemic. We will target students scoring in Tier 3 based on 2021-2022 iReady AP1 and provide differentiated instruction by scaffolding whole group instruction to access on grade level content. We will use small group instruction and teacher led centers to meet the needs of the students so they make learning gains and move towards proficiency.
Measurable Outcome:	If we successfully implement Differentiation, then we will decrease the number of Tier 3 students by 5 percentage points.
Monitoring:	The Leadership Team will conduct data chats and follow up with walkthroughs to ensure quality instruction is taking place. iReady Growth Monitoring will be administered according to the district testing calendar for Tier 3 students based on the results of iReady AP1. Teachers will conduct data chats with students based on current data. The data collected will be reviewed, monitored, and analyzed by the Leadership Team to ensure students are demonstrating growth.
Person responsible for monitoring outcome:	Cindy Miel (ms_miel@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Differentiation we will focus on Data Driven Instruction. The data collection will accelerate learning gains by providing a systemic approach to instruction that will meet the students' needs. Data will be monitored and will drive instructional planning and realignment to ensure students are making learning gains.
Rationale for Evidence-based Strategy:	Data-driven instruction will ensure that teachers are using relevant, recent and aligned data to plan for differentiated instruction. Teachers will consistently make adjustments to their instructional plans and delivery as data becomes available.

Action Steps to Implement

1. Data collection based on 2020-2021 school year and 2021-2022 iReady AP1 September-October 2021
Person Responsible Marie Dugas (mariedugas@dadeschools.net)
2. Analyze areas of strength and areas of growth to determine placement- October 2021
Person Responsible Marie Dugas (mariedugas@dadeschools.net)
3. Identify groups by likeness- October 2021
Person Responsible Marie Dugas (mariedugas@dadeschools.net)
4. Identify materials for instruction-October 2021
Person Responsible Cindy Miel (ms_miel@dadeschools.net)
5. Teachers plan scaffolded lessons for Tier 1 Instruction based on data collected and administrators conduct walkthroughs to verify instructional planning is taking place. October 2021

Person Responsible Cindy Miel (ms_miel@dadeschools.net)

6. Teachers plan for differentiated Tier 2 Instruction based on data collected and administrators will conduct walkthroughs to verify instructional planning is taking place. October 2021

Person Responsible Cindy Miel (ms_miel@dadeschools.net)

7. Ongoing Progress Monitoring using iReady Growth Monitoring Data according to the district testing calendar. October 2021

Person Responsible Cindy Miel (ms_miel@dadeschools.net)

8. Student groupings are flexible and fluid throughout the school year and based on OPM. Data will be used to target student learning acceleration. October 2021

Person Responsible Cindy Miel (ms_miel@dadeschools.net)

9. Ongoing Progress Monitoring continues using iReady, Unit Assessments, and Topic assessments according to the district testing calendar. November 1st-December 17th.

Person Responsible Cindy Miel (ms_miel@dadeschools.net)

10. DI groups continue to be flexible and fluid using OPM. November 1st -December 17th.

Person Responsible Cindy Miel (ms_miel@dadeschools.net)

11. Students will receive additional support for Differentiated Instruction by the Interventionist and Reading Coach in order to achieve the intended outcome of decreasing the number of Tier 3 students by 5 percentage points. January 31-April 29

Person Responsible Cindy Miel (ms_miel@dadeschools.net)

12. Differentiated Instruction groups continue to be flexible and data driven in order to accelerate learning and achieve the intended outcome. January 31-April 29

Person Responsible Cindy Miel (ms_miel@dadeschools.net)

#2. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale:	Based on the data review of the Attendance and EWI Student Level data on the SIP Dashboard, Biscayne Gardens will implement a Targeted Element of Student Attendance. We found that 56% of our students were absent 11 or more times in the 2020-2021 school year. Student attendance directly correlates with academic achievement. By improving student attendance we will be able to increase student outcomes and increase access to education.
Measurable Outcome:	If we successfully implement the Targeted Element of Student Attendance, the percentage of students with 11 or more absences will decrease by 5 percentage points by June 2022.
Monitoring:	The Leadership Team will work with stakeholders such as teachers, the school counselor, Community Involvement Specialist and the iAttend Interventionist and communicate with families of students with chronic absenteeism. We will also implement student incentives and promote a positive learning environment so students feel safe and welcome at Biscayne Gardens. Teachers will monitor attendance regularly and report students who have more than 5 absences. Student attendance will also be discussed with students and parents during data chats so they can make a connection between attendance and performance.
Person responsible for monitoring outcome:	Emane Fleureme (efleureme@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Student Attendance, our school will focus on the evidence-based strategy of Attendance Initiatives. Attendance Initiatives will consist of decreasing the percentage of students who are absent 11 or more times. Student absences will be monitored by classroom teachers and reported to student services. The percentage of students with excessive absences will decrease.
Rationale for Evidence-based Strategy:	Attendance Initiatives will provide students with incentives for improving attendance. Students will have more learning opportunities and improve student performance. The Attendance Initiatives will also help identify the cause of chronic absenteeism, provide support to families, and incentivize students who are present.

Action Steps to Implement

1. Identify students with 11 or more absences during the 2020-2021 August 2021.

Person Responsible Emane Fleureme (efleureme@dadeschools.net)

2. Contact families of identified students beginning September 2021

Person Responsible Emane Fleureme (efleureme@dadeschools.net)

3. Provide support to parents and students based on needs (transportation, health, homelessness, custody issues etc.) beginning in September/October 2021

Person Responsible Emane Fleureme (efleureme@dadeschools.net)

4. Teachers report students who have 5 or more absences in a grading period by referring the student to Student Services with a Student Case Management Referral beginning in September/October 2021

Person Responsible Emane Fleureme (efleureme@dadeschools.net)

5. Students will receive incentives on a quarterly basis for perfect attendance. October 2021

Person Responsible Emane Fleureme (efleureme@dadeschools.net)

6. Students who improve attendance will receive rewards during quarterly classroom activities or assemblies. October 2021

Person Responsible Emane Fleureme (efleureme@dadeschools.net)

7. Teachers continue to report students who have 5 or more absences in a grading period by referring the student to Student Services with a Student Case Management Referral. November 1st -December 17th.

Person Responsible Emane Fleureme (efleureme@dadeschools.net)

8. Student Services will continue to contact parents and provide assistance/solutions for students with chronic absenteeism. November 1st -December 17th

Person Responsible Emane Fleureme (efleureme@dadeschools.net)

9. Students who improve attendance will continue to receive rewards during quarterly assemblies. January 31-April 29

Person Responsible Emane Fleureme (efleureme@dadeschools.net)

10. Teachers continue to report students who have 5 or more absences in a grading period by referring the student to Student Services with a Student Case Management Referral. January 31-April 29.

Person Responsible Emane Fleureme (efleureme@dadeschools.net)

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Based on the 2019 data review, Biscayne Gardens will provide targeted small group instruction/intervention in ELA. The data shows that ELA scores continue to be an issue for our students. Reading will affect student performance in other areas including Math, Science and Social Studies assessments due to the nature of the tests; all other academic areas require reading comprehension. The percentage of students in kindergarten through grade 3, based on 2020-2021 end of year screening and progress monitoring data, who are on track to score Level 3 or above on the statewide, standardized grade 3 English Language Arts assessment: 86% in Kindergarten, 48% in First grade, 51% in Second grade. Based on the 2021 FSA data, overall Reading proficiency decreased by 6 percentage points.
Measurable Outcome:	If we successfully implement small group instruction/interventions in Reading, then we will increase the percentage of third grade students scoring Level 3 on the 2022 statewide, standardized English Language Arts assessment by 3 percentage points
Monitoring:	The Leadership Team will conduct data chats and follow up with walkthroughs to ensure quality instruction is taking place. iReady Diagnostic Assessment will be administered according to the district testing calendar and L25 students will be monitored to ensure they are making progress on remediated standards through interventions. Teachers will conduct data chats with students based on current data. The data collected will be reviewed, monitored, and analyzed by the Leadership Team to ensure students are making progress.
Person responsible for monitoring outcome:	Cindy Miel (ms_miel@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Intervention we will focus on data driven instruction. Students identified in need of ELA interventions will be offered assistance in order to improve learning outcomes and close the achievement gap due to learning loss caused by the pandemic. Students will be monitored and data will be collected to accelerate learning gains. A systemic approach to instruction will be used to meet the students' needs.
Rationale for Evidence-based Strategy:	Ongoing Progress Monitoring will ensure that students are making learning gains in ELA while providing interventions through data-driven instruction.

Action Steps to Implement

1. Data collection and analysis based on 2020-2021 school year and 2021-2022 iReady AP1. September-October 2021.

Person Responsible Marie Dugas (mariedugas@dadeschools.net)

2. Analyze data to determine student placement. October 2021.

Person Responsible Marie Dugas (mariedugas@dadeschools.net)

3. Teachers and administrators will identify materials for instruction based on students' needs. October 2021

Person Responsible Marie Dugas (mariedugas@dadeschools.net)

4. Ongoing Progress Monitoring using iReady Growth Monitoring Data according to the district testing calendar beginning in October 2021.

Person Responsible Cindy Miel (ms_miel@dadeschools.net)

5. Teachers create student groupings that are flexible and fluid based on OPM. Administrators will monitor Intervention groupings and instruction through walkthroughs. September and October 2021.

Person Responsible Cindy Miel (ms_miel@dadeschools.net)

6. Ongoing Progress Monitoring using iReady Growth Monitoring Data, Unit Assessments, and Intervention Assessments according to the district testing calendar November 1st-December 17th.

Person Responsible Cindy Miel (ms_miel@dadeschools.net)

7. Administrators continue to monitor Intervention groups and instruction by conducting focused walkthroughs. November 1st -December 17th.

Person Responsible Cindy Miel (ms_miel@dadeschools.net)

8. Teachers use Horizons program for Intervention with fidelity to achieve the learning outcome of increasing the percentage of third grade students scoring Level 3 on the 2022 statewide, standardized English Language Arts assessment by 3 percentage points. January 31-April 29

Person Responsible Cindy Miel (ms_miel@dadeschools.net)

9. Ongoing Progress Monitoring using iReady Growth Monitoring Data, Unit Assessments, and Intervention Assessments according to the district testing calendar. January 31-April 29

Person Responsible Cindy Miel (ms_miel@dadeschools.net)

#4. Leadership specifically relating to Managing Accountability Systems

Area of Focus Description and Rationale:	Based on the qualitative data from the School Climate Survey and the SIP survey review of the Core Leadership Competencies, we will use the Targeted Element of Managing Accountability Systems. This area was identified because 44% of teachers stated that they never participate in data chats with their administrators. We will focus on setting expectations and practices around the ongoing examination of data to evaluate the effectiveness of instruction to improve outcomes for students.
Measurable Outcome:	Based on the School Climate Survey and SIP Data Review, if we implement the Targeted Element of Managing Accountability Systems the percentage of teachers stating that they did not participate in data chats will decrease by 10 percentage points.
Monitoring:	Data Systems and processes will be monitored and shared with teachers. Teachers will share data with parents and students to increase accountability. By meeting with stakeholders regularly to review data, having a pre-determined set of questions to assist in analyzing the data, discussing implications for the data, and implementing next steps we will ensure teachers know their student data and how to use it to guide instruction.
Person responsible for monitoring outcome:	Marie Dugas (mariedugas@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of leadership specifically relating to managing accountability systems we will focus on managing data systems and processes which will serve as a tool to accelerate learning gains to ensure a targeted instructional approach to student learning.
Rationale for Evidence-based Strategy:	The School Climate survey showed that 44% of teachers stated that they never participate in data chats with administration. Therefore, we will focus on ensuring that teachers analyze school data with teachers and plan to share the data with students and parents to increase accountability. In addition, teachers will use the data to drive student instruction.

Action Steps to Implement

1. Review 2020-2021 student data with all faculty. September 2021.

Person Responsible Marie Dugas (mariedugas@dadeschools.net)

2. Provide PowerBI data to teachers and identify trends and use data to make instructional decisions. September 2021

Person Responsible Marie Dugas (mariedugas@dadeschools.net)

3. Teachers will meet with administrators during department meetings to discuss data quarterly. October 2021

Person Responsible Marie Dugas (mariedugas@dadeschools.net)

4. Teachers meet with administrators one on one to discuss Spring 2021 assessment data, Fall 2021 iReady data, student placement, and student groupings. October 2021

Person Responsible Marie Dugas (mariedugas@dadeschools.net)

5. Teachers meet with administrators for data chats to discuss Topic Assessment and Unit Assessment Data November 1st-December 17th.

Person Responsible Marie Dugas (pr2241@dadeschools.net)

6. Teachers plan data chats with students based on data discussed during administrator meetings November 1st-December 17th.

Person Responsible Marie Dugas (mariedugas@dadeschools.net)

7. Administrators will meet with students in grades 3-5 for data chats to discuss AP2 results, iReady projected FSA scores, and 5th grade Midyear Assessments. January 31-April 29.

Person Responsible Marie Dugas (mariedugas@dadeschools.net)

8. Teachers meet with administrators for data chats to discuss AP2 results, iReady projected FSA scores, and 5th grade Midyear Assessments. January 31-April 29.

Person Responsible [no one identified]

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

According to Safe Schools for Alex, Biscayne Gardens Elementary ranks #338 out of 1395 schools. It has a low incident of violence. It has a very low rating of property incidents, drug/public order incidents, and suspensions. We will continue to monitor students throughout the school year in order to ensure that we continue to maintain a safe environment for our students.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Our strengths within School Culture are in Physical and Emotional Safety and Support, Care and Connections. Our school creates an environment where everyone feels safe and comfortable sharing thoughts and ideas. Staff and students have opportunities to request support and express concerns to administration, instructional coaches, and the school counselor as needed. We create norms, values and expectations that support social, emotional, and physical safety. The school counselor, teachers and administrators support students so that they know how to communicate issues concerning safety needs. We consistently encourage family and community participation and engagement with the school. We also invite parents to monthly Parent Academy workshops. We assist students in connecting with resources available to support their physical and emotional challenges.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The stakeholders responsible for promoting a positive culture and environment at the school are the administrative team, leadership team, and faculty and staff members. The administrative and leadership team cultivate an environment that promotes a positive culture and environment by encouraging faculty, staff and students. The team ensures that students are welcomed in a positive and nurturing manner every day. Teachers are encouraged to join committees and grade-level teams with grade-level sponsors to implement incentives and culture-building activities for each grade level. The administration encourages faculty and staff to greet students at their doors during the changing of classes, and teachers utilize homeroom to check in on student's overall well-being. Additionally, throughout the school year, opportunities will be provided to faculty and staff to connect with students through school-wide activities. Lastly, the adults in the building will publicize information geared towards student's social-emotional well-being through various modes of communication and advertisement.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Differentiation	\$0.00
2	III.A.	Areas of Focus: Culture & Environment: Student Attendance	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
4	III.A.	Areas of Focus: Leadership: Managing Accountability Systems	\$0.00
Total:			\$0.00