Biscayne Beach Elementary School

leadership
analysis
Florida
college and career
students
mission
ambitious
family and community involvement
school improvement
striving
achievement
teaching
relationships
needs assessment
success
areas of focus
instruction
resources
growth
strategic planning
collaboration
vision
learning
supportive environment

2021-22 Schoolwide Improvement Plan

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Biscayne Beach Elementary School

800 77TH ST, Miami Beach, FL 33141

http://biscayne.dadeschools.net/

Demographics

Principal: Karen Villalba Belusic D

Start Date for this Principal: 7/21/2021

2019-20 Status (per MSID File)	Active
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	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	93%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (61%) 2017-18: B (60%) 2016-17: B (60%)
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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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	90%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	89%

School Grades History

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

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission at Biscayne Beach Elementary School is to provide our students with an educational program that will empower them to make a positive difference our global society.

Provide the school's vision statement.

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

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
Belusic, Karen	Principal	Oversee school operations, academic programs, personnel, finance, maintenance, and community relations.
Borges, Josefina	Instructional Coach	Oversee reading language arts program, intervention implementation, new teacher orientations, professional development, and data analysis.
Garcia, Iris	Instructional Coach	Lead teacher, oversees International Baccalaureate PYP Program, professional development liaison
Herrera, Ana	Assistant Principal	Assist Principal in overseeing school operations, academic programs, personnel, finance, and community relations.
Diaz, Tanya	Instructional Coach	Oversees Science curriculum and implementation. STEAM Liaison.
	Assistant Principal	Assist Principal in overseeing school operations, academic programs, personnel, finance, and community relations

Demographic Information

Principal start date
Wednesday 7/21/2021, Karen Villalba Belusic D

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.*
14

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.*
25

Total number of teacher positions allocated to the school
42

Total number of students enrolled at the school
522

Identify the number of instructional staff who left the school during the 2020-21 school year.
2

Identify the number of instructional staff who joined the school during the 2021-22 school year.
2

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	58	75	90	95	86	118	0	0	0	0	0	0	0	522
Attendance below 90 percent	6	7	14	17	9	15	0	0	0	0	0	0	0	68
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	5	7	2	14	0	0	0	0	0	0	0	28
Course failure in Math	0	0	5	7	3	22	0	0	0	0	0	0	0	37
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Number of students with a substantial reading deficiency	0	15	44	42	26	34	0	0	0	0	0	0	0	161
	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	4	9	2	18	0	0	0	0	0	0	0	33

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	1	11	0	0	0	0	0	0	0	0	0	12
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Wednesday 7/21/2021

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	81	95	93	103	133	118	0	0	0	0	0	0	0	623
Attendance below 90 percent	8	14	10	16	16	9	0	0	0	0	0	0	0	73
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	4	3	7	14	4	0	0	0	0	0	0	0	32
Course failure in Math	0	4	1	10	22	7	0	0	0	0	0	0	0	44
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	6	11	0	0	0	0	0	0	0	17
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	4	6	0	0	0	0	0	0	0	10

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	3	1	10	18	9	0	0	0	0	0	0	0	41

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	1	11	0	0	0	0	0	0	0	0	0	12
Students retained two or more times	0	0	0	0	1	2	0	0	0	0	0	0	0	3

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				53%	62%	57%	56%	62%	56%
ELA Learning Gains				63%	62%	58%	61%	62%	55%
ELA Lowest 25th Percentile				81%	58%	53%	49%	59%	48%
Math Achievement				69%	69%	63%	64%	69%	62%
Math Learning Gains				64%	66%	62%	65%	64%	59%
Math Lowest 25th Percentile				47%	55%	51%	54%	55%	47%
Science Achievement				53%	55%	53%	69%	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	45%	60%	-15%	58%	-13%
Cohort Comparison						
04	2021					
	2019	53%	64%	-11%	58%	-5%
Cohort Comparison		-45%				
05	2021					
	2019	51%	60%	-9%	56%	-5%
Cohort Comparison		-53%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	64%	67%	-3%	62%	2%
Cohort Comparison						
04	2021					
	2019	70%	69%	1%	64%	6%
Cohort Comparison		-64%				
05	2021					
	2019	63%	65%	-2%	60%	3%
Cohort Comparison		-70%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	50%	53%	-3%	53%	-3%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

iReady data AP1, AP2, and AP3 from 2020-2021 were used to complete the progress monitoring needs assessment analysis.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	28.2	27.5	55.0
	Economically Disadvantaged	24.7	25.0	51.4
	Students With Disabilities	11	40	100
	English Language Learners	28.0	4.2	32
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	33.3	29.1	55.7
	Economically Disadvantaged	31.1	29.6	56.3
	Students With Disabilities	44.4	40	60
	English Language Learners	41.7	4.3	41.7

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	26.6	54.5	68.8
	Economically Disadvantaged	25.4	52.2	68.1
	Students With Disabilities	11.1	42.9	57.1
	English Language Learners			60
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	21.5	48.1	68.8
	Economically Disadvantaged	22.5	47.8	68.1
	Students With Disabilities	11.1	42.9	57.1
	English Language Learners	0	40	40

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	45.9	60.8	67.5
	Economically Disadvantaged	44.2	59.2	66.7
	Students With Disabilities	21.4	25	25
	English Language Learners	0	0	40
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	20	36.5	51.3
	Economically Disadvantaged	68.1	18.2	33.8
	Students With Disabilities	13.3	7.1	22.2
	English Language Learners	20	20	60

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	26.8	39.3	52.3
	Economically Disadvantaged	25.5	36.7	52
	Students With Disabilities	6.3	8.3	8.3
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	13.9	40.4	54.4
	Economically Disadvantaged	50	14.1	36.4
	Students With Disabilities	0	20	16.7
	English Language Learners	0	12.5	50

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	28.7	43.2	54.3
	Economically Disadvantaged	29.2	41.7	55.4
	Students With Disabilities	0	0	12.5
	English Language Learners	0	11.1	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	22.2	42.4	62.4
	Economically Disadvantaged	20.7	41.4	62.2
	Students With Disabilities	0	7.7	12.5
	English Language Learners	0	0	11.1
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	31.0	0
	Economically Disadvantaged	0	31.1	0
	Students With Disabilities	0	0	0
	English Language Learners	0	5	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	36	46		31	17		42				
ELL	52	63	71	45	42	27	60				
BLK	64			36							
HSP	53	59	65	42	36	18	54				
WHT	63			58							
FRL	52	56	62	41	33	18	49				
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	30	55	73	50	60	61	26				
ELL	50	68	79	70	70	50	55				
BLK	71	64		64	64						
HSP	52	65	83	68	66	47	54				

| 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
WHT	60	50		73	56		50				
FRL	51	64	80	66	63	46	49				

| 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	31	52	69	41	54	46					
ELL	49	62	54	61	60	58	52				
BLK	61	70		50	73						
HSP	55	61	48	65	64	56	66				
WHT	52	53		67	73						
FRL	54	59	47	63	65	55	68				

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	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	44
Total Points Earned for the Federal Index	376
Total Components for the Federal Index	8
Percent Tested	96%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	51
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	50
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	47
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	61
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	44
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?

Based on the FSA data comparing 2019 to 2021, 4th grade math showed the largest decrease of 39 percentage points.

Based on the FSA ELA data comparing 2019 to 2021, 3rd grade showed the greatest increase of 9 percentage points.

Based on the FSA ELA data comparing 2019 to 2021, the percentage of students scoring at level 3 and above increased by 2 percentage points. However, the percentage of 4th and 5th grade students who scored at level 3 dropped below 50%.

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

The greatest need for improvement is math achievement, specifically 5th grade.

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 contributing factors are we were focusing on ELA instruction, math has less allotted instructional time compared to ELA, and limited tutoring opportunities in math. We will incorporate data-driven differentiated instruction to help meet the needs of all our student subgroups. We will also provide opportunities for teachers to attend professional development to gain strategies that focus on scaffolding and intervention for lower performing students to help them access grade level content. We will be strategic with aligning resources and include OPM in our data chats.

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

ELA Learning Gains for the lowest 25% increased from 49 percentage points in 2018 to 81 percentage points in 2019 on the FSA.

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

Reading instruction put a strong emphasis on differentiated instruction. Data was used to target specific needs of students in the lowest 25% subgroup.

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

Identify students in lowest 25% in math. Prioritize secondary standards for targeted students. Teach identified standards during differentiated instructional time. Conduct data chats to drill down to specific needs. Include students in data chats to for ownership of their learning, self monitoring, and accountability.

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.

The PLST will develop professional development opportunities that include strategies for data driven instruction in math (August 2021), data chats to adjust grouping (October 2021). Coaching cycles will be implemented individually with teachers to support specific needs (ongoing).

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

Collaborative planning will be scheduled weekly and a member of the LT will attend to ensure fidelity to strategies being implemented school-wide that are aligned to the goals. Extended learning opportunities will be implemented through before/after school tutoring.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale:	Based on a review of available FSA Math data 2019, students in the lowest 25% sub group had the biggest decrease in percentage points. Differentiated instruction will provide targeted scaffolding strategies for students based on their academic needs.
Measurable Outcome:	If we successfully implement Differentiation, then our L25 students will increase by 3 percentage points as evidenced by 2022 State Assessment.
Monitoring:	The leadership team will conduct quarterly data chats utilizing iReady diagnostic data and math topic assessments. Math tracking sheets will be used by students to self-monitor.
Person responsible for monitoring outcome:	Karen Belusic (pr0321@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Differentiation, our school will focus on identifying specific student groups and their instructional needs according to the data. Differentiation will be implemented using data-driven results through data chats with instructional personnel.
Rationale for Evidence-based Strategy:	Differentiation will ensure that teachers are using relevant, recent and aligned data to plan lessons that are customized to students needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

Action Steps to Implement

8/31-10/11 At the onset of the school year, the instructional coach will demonstrate how to pull reports available on i-Ready and Performance Matters to group students for DI based on iReady prerequisite skills and secondary standards to be addressed.

Person Responsible	Iris Garcia (irisgarcia@dadeschools.net)

8/31-10/11 Data chats with individual teachers will be conducted upon completion of the AP1 iReady diagnostic to support DI instruction.

Person Responsible	Karen Belusic (pr0321@dadeschools.net)

8/31-10/11 Math Teachers will be selected to attend monthly Math Content Academies (ICADs) to learn new strategies to share during grade level planning.

Person Responsible	Karen Belusic (pr0321@dadeschools.net)

8/31-10/11 Academic coaches will model DI instruction with beginning teachers to ensure they are addressing secondary standards and deficient skills.

Person Responsible	Iris Garcia (irisgarcia@dadeschools.net)

11/1/-12/17 Math Coach will implement small group interventions for tier 3 students to mitigate Math learning loss.

Person Responsible	Tina Arenas (tarenas@dadeschools.net)

11/1- 12/17 The IXL Math program will be utilized to plan, teach and monitor student learning in math fluency. Math coach will monitor teacher usage and model effective ways to implement in differentiated instruction.

Person Responsible	Tina Arenas (tarenas@dadeschools.net)

01/31/2022 - 04/29/2022 Math Coach will continue to implement small group interventions for tier 3 students to mitigate Math learning loss.

Person Responsible	Tina Arenas (tarenas@dadeschools.net)

01/31/2022 - 04/29/2022 The IXL Math program will continue to be utilized to plan, teach and monitor student learning in math fluency so that they reach their smart goals. Math coach will monitor teacher usage and model effective ways to implement in differentiated instruction.

Person Responsible	Tina Arenas (tarenas@dadeschools.net)

#2. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale:	Based on the school climate survey, our school will implement the Targeted Element of Social Emotional Learning. Through our data review we noticed there was a decrease in the percentage of students who agree with the statement "adults in my school care about me as an individual". It is important for students to feel acknowledged and recognized in order to be successful in academic areas.
Measurable Outcome:	If we successfully implement the Targeted Element of Social Emotional Learning, our students self esteem will increase having a direct impact on their attitude towards our school culture. With consistent implementation, the students response to "adults in the school care about me" on the school climate survey will increase ten percentage points on the strongly agree category.
Monitoring:	Classroom teachers will utilize the mid and final IB Learner Profile Self Assessment Report Card to monitor the students social emotional well being as it relates to the attributes of the learner profile. Teachers will in turn identify opportunities and activities that will enhance students' SEL growth.
Person responsible for monitoring outcome:	Iris Garcia (irisgarcia@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Culture and Environment specifically relating to Social and Emotional learning, our teachers will enable students to acquire and effectively apply the knowledge and skills to develop a positive attitude and increase their self-esteem towards our school. In addition, it helps students establish and maintain positive relationships with school staff.
Rationale for Evidence-based Strategy:	Social emotional learning supports healthy relationship-building and enhance positive teacher to student connections.

Action Steps to Implement

8/31-10/11 The school counselor will provide teachers with SEL resources available to assist families and inform them of available services.

Person Responsible	Linda Baumel (lbaumel@dadeschools.net)

8/31-10/11 The school social worker will follow up on referrals for community resources and mental health services.

Person Responsible	Debbie Maestre (dmaestre@dadeschools.net)

8/31-10/11 Teachers will utilize SEL embedded lessons found within the district pacing guides to strengthen students social emotional health.

Person Responsible	Josefina Borges (jborges@dadeschools.net)

8/31-10/11 IB Coordinator will use the learner profile attributes to support students social emotional well being and a healthy sense of self and belonging.

Person Responsible	Iris Garcia (irisgarcia@dadeschools.net)

11/1-12/17 The Jennifer Beth Turken Kindness Program supports students social emotional well being by recognizing their acts of kindness which in turn builds self awareness. The assistant principal receives nominations every month for students in each grade level. Students attend a monthly celebration.

Person Responsible   Ana Herrera (anaherrera@dadeschools.net)

11/1-12/17 The assistant principal is utilizing Targeted Interventions through Check in and Check out, a research based program that enable students to develop their own behavioral goals and rewards. Daily assessment and monitoring determines rewards.

Person Responsible   Karen Belusic (pr0321@dadeschools.net)

01/31/2022 - 04/29/2022 Teachers will continue to utilize SEL embedded lessons found within the district pacing guides in the core subject areas to strengthen students social emotional health.

Person Responsible   Josefina Borges (jborges@dadeschools.net)

01/31/2022 - 04/29/2022 IB Coordinator will continue to promote the usage of the IB learner profile attributes to support students social emotional well being and a healthy sense of self and belonging.

Person Responsible   Iris Garcia (irisgarcia@dadeschools.net)

#3. Leadership specifically relating to Specific Teacher Feedback

Area of Focus Description and Rationale:	Based on the data from the School Climate Survey forty percent of teachers indicated they want evaluations to be used to improve teacher performance. Improved teacher performance will foster greater student academic achievement.
Measurable Outcome:	If we successfully implement the Targeted Element of Specific Teacher Feedback, our teachers will be provided with constructive feedback that will enhance student achievement. The percentage of teachers that feel that evaluations are used to improve teachers performance will increase five percent in the category of strongly agree on the school climate survey.
Monitoring:	Informal and formal observations will enable the leadership team to provide consistent developmental feedback aimed to provide clear expectations of classroom practices.
Person responsible for monitoring outcome:	Karen Belusic (pr0321@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Teacher Feedback, our school will focus on the evidence based strategy of: Consistent, Developmental Feedback. Feedback will be provided regularly as a means of professional growth during or post, classroom walkthroughs, IPEGS observation conferences, data chats, and informal observations..
Rationale for Evidence-based Strategy:	The IPEGS framework provides the basis for effective instruction. The leadership team will provide constructive feedback utilizing IPEGS and the aforementioned strategies to encourage teachers in improving their instructional delivery.

Action Steps to Implement

8/18-10/11 Teacher directed observations will be utilized to provide teachers with specific feedback targeting a specific area of concern provided by the teacher.

Person Responsible	Josefina Borges (jborges@dadeschools.net)

8/18-10/11 Leadership team will immediately prepare for a feedback conversation with the teacher and provide data in a follow up meeting. Timely feedback gathered and provided allows for effective improvement of teachers' performance.

Person Responsible	Karen Villalba-Belusic (kbelusic@dadeschools.net)

8/18-10/11 Leadership team will discuss a focus and plan to improve or enhance for the next teacher directed or formal observation.

Person Responsible	Karen Villalba-Belusic (kbelusic@dadeschools.net)

8/18-10/11 Leadership team will spotlight effective instructional strategies and have grade level share best practices at grade level meetings and/or faculty meetings.

Person Responsible	Ana Herrera (anaherrera@dadeschools.net)

11/1-12/17 Administration will utilize classroom walk-throughs to leave feedback on observations and follow up with informal conversations to enhance instruction.

Person Responsible Karen Belusic (pr0321@dadeschools.net)

11/1-12/17 Administration will utilize Progress Monitoring data reports to provide teachers with specific feedback that will enable them to shift classroom practices.

Person Responsible Frank Morris (famorris@dadeschools.net)

01/31/2022 - 04/29/2022 Administration will continue to utilize classroom walk-throughs to leave feedback on observations and follow up with informal conversations to enhance instruction.

Person Responsible Karen Villalba-Belusic (kbelusic@dadeschools.net)

01/31/2022 - 04/29/2022 Administration will continue to utilize Progress Monitoring data reports to provide teachers with specific feedback that will enable them to shift classroom practices.

Person Responsible Frank Morris (famorris@dadeschools.net)

#4. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Based on the data review of the 2021 FSA ELA, 44% of fourth grade ELA students scored level 3 or above. 47% of 5th grade ELA students scored level 3 or above. By using Standards-Aligned Instruction we can provide students opportunities to close the achievement gap therefore increasing student proficiency.
Measurable Outcome:	If we successfully implement the Instructional Practice specifically related to ELA , the percentage of 4th and 5th grade students scoring Level 3 on the 2022 statewide, standardized English Language Arts assessment will increase by 3 percentage points.
Monitoring:	The leadership team will conduct monthly data chats utilizing ongoing progress monitoring. Plans and objectives will be reviewed. Extended learning opportunities will be provided to students who are not showing growth on the topic assessments.
Person responsible for monitoring outcome:	Josefina Borges (jborges@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of ELA, our school will focus on the evidence based strategy of: Ongoing Progress Monitoring. Our school will use OPM to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction and to evaluate the effectiveness of instruction.
Rationale for Evidence-based Strategy:	OPM can be implemented with individual students or an entire class enabling them to achieve targeted goals.

Action Steps to Implement

8/18-10/11 At the onset of the school year, the Reading coach will demonstrate how to pull reports available on i-Ready, Performance Matter and McGraw Hill to group students for DI based on standards and skills to be addressed.

Person Responsible	Josefina Borges (jborges@dadeschools.net)

8/18-10/11 Data chats with individual teachers will be conducted upon completion of the first iReady diagnostic to support DI instruction.

Person Responsible	Josefina Borges (jborges@dadeschools.net)

8/18-10/11 ELA Teachers will be selected to attend monthly ELA Instructional Content Academies (ICADs) to learn new strategies to share during grade level planning.

Person Responsible	Karen Belusic (pr0321@dadeschools.net)

8/18-10/11 Academic coaches will model DI instruction with beginning teachers to ensure they are addressing secondary standards and deficient skills.

Person Responsible	Josefina Borges (jborges@dadeschools.net)

11/1-12/17 Reading coach will facilitate the use of Horizon resources to further classroom instruction targeting Tier 2 and Tier 3 students.

| **Person Responsible** | Josefina Borges (jborges@dadeschools.net) |

11/1-12/17 Classroom teachers will use the iReady toolbox to provide targeted lessons and differentiated instruction to struggling students.

| **Person Responsible** | Josefina Borges (jborges@dadeschools.net) |

01/31/2022 - 04/29/2022 Reading coach will continue to facilitate the use of Horizon resources to further classroom instruction targeting Tier 2 and Tier 3 students.

| **Person Responsible** | Josefina Borges (jborges@dadeschools.net) |

01/31/2022 - 04/29/2022 Classroom teachers will continue usage of the iReady toolbox to provide targeted lessons and differentiated instruction to struggling students.

| **Person Responsible** | Josefina Borges (jborges@dadeschools.net) |

Additional Schoolwide Improvement Priorities

Using the 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.

A comparison of 2019-2020 school to state discipline data indicates that our school incident rate is less than the statewide incident rate. There was one physical incident reported at the school site, no incidents of property damage and one incident of other major offense reported. At the present time there are no primary or secondary areas of concern. School culture and environment will be monitored through the reports of the School Management Referral Forms.

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.

Biscayne Beach Elementary addresses positive school culture in a variety of ways. Students participate in kindness educational activities such as Jennifer Beth Turken program, Tiger of the Month, and charm collecting that integrate social emotional skills into academic instruction. School counselor ensures

emotional support and provides resources to students and families. Counselor also provides lessons in bullying, harassment and intolerance. Staff participates in team building activities during faculty meetings, school spirit days. We strive to establish an environment where students feel safe from harm, teasing and gossip.

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

The stakeholders involved in building a positive school culture and environment are the principal, assistant principal, instructional coaches, teachers and counselors. The principal's role is to monitor and oversee all the school's activities and respond to concerns with morale by planning team-building activities. Assistant principals will monitor the mentorship programs and assist in ensuring all information is shared with stakeholders in a timely manner. Teacher leaders and instructional coaches assist in providing and responding to feedback from stakeholders. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families.

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: Social Emotional Learning	$0.00
3	III.A.	Areas of Focus: Leadership: Specific Teacher Feedback	$0.00
4	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
		Total:	$0.00