2013-2014 SCHOOL IMPROVEMENT PLAN

Biscayne Gardens Elementary

560 NW 151ST ST
Miami, FL 33169
305-681-5721
http://bge.dadeschools.net/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	93%

Alternative/ESE Center	Charter School	Minority Rate
No	No	98%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
F	D	D	C	B

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 3 or more	5	Gayle Sitter

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Biscayne Gardens Elementary

Principal

Maria LaCavalla

School Advisory Council chair

Sallie Burden

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Meisha Griffith	Assistant Principal
Mary McLean	Reading Coach
Sharletta Rawls	Math Coach
Kara Troy	Science Coach
Denise Freitas	ELL/ K & 1st grade chairperson
Carla Magluta	SPED chairperson
Mercedes Cortes	Special Area teachers chairperson

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Principal -1, UTD steward – 1, teachers – 5, parents – 6, educational support- 1 , student – 2, Business/ Community Relations – 2

Involvement of the SAC in the development of the SIP

The SAC committee was actively involved in the preparation of this plan and ensured that the focus of this plan was to improve student achievement.

Activities of the SAC for the upcoming school year

The School Advisory Council (SAC) will meet monthly to review sections of the School Improvement Plan at each meeting, to ensure goals are being met.

Projected use of school improvement funds, including the amount allocated to each project

The School Advisory Council (SAC) plans to review sections of the School Improvement Plan at each meeting, to ensure goals are being met. They will be discussing the purchase of incentives for student achievement (i.e.; certificates, trophies, and FCAT Pep Rally) and the use of money for after school tutoring.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators

2

 # receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Maria LaCavalla		
Principal	Years as Administrator: 7	Years at Current School: 7

Credentials	BS – Elementary Education & Early Childhood Ed. MS – Education Administration ESOL Endorsement
Performance Record	2013 – School Grade – D Rdg. Levels 3-5, 43% Math Levels 3-5, 43% Rdg. Lrg. Gains, 60 points Math Lrg. Gains, 56 points Rdg. Imp. of Lowest 25% - 65 points Math Imp. of Lowest 25% - 71 points Rdg. Progress –% Math Progress –% 2012 - School Grade – D Rdg. Levels 3-5, 48% Math Levels 3-5, 47% Rdg. Lrg. Gains, 67 points Math Lrg. Gains, 57 points Rdg. Imp. of Lowest 25% - 62 points Math Imp. of Lowest 25% - 51 points Rdg. Progress –% Math Progress –% 2011 - School Grade – C Rdg. Levels 3-5, 60% Math Levels 3-5, 59% Rdg. Lrg. Gains, 64 points Math Lrg. Gains, 50 points Rdg. Imp. of Lowest 25% - 65 points Math Imp. of Lowest 25% - 64 points Rdg. Progress –% Math Progress –% 2010 - School Grade – B Rdg. Levels 3-5, 61% Math Levels 3-5, 61% Rdg. Lrg. Gains, 67 points Math Lrg. Gains, 69 points Rdg. Imp. of Lowest 25% - 65 points Math Imp. of Lowest 25% - 71 points Rdg. Progress –% Math Progress –% 2009 - School Grade – C Rdg. Levels 3-5, 63% Math Levels 3-5, 57% Rdg. Lrg. Gains, 65 points Math Lrg. Gains, 50 points Rdg. Imp. of Lowest 25% - 61 points Math Imp. of Lowest 25% - 47 points

Rdg. Progress –%
Math Progress –%

Meisha R. Griffith		
Asst Principal	Years as Administrator: 19	Years at Current School: 12

Credentials	BS – Elementary Education MS – Elementary Education Specialist –Educational Leadership ESOL Endorsement
Performance Record	2013 – School Grade – D Rdg. Levels 3-5, 43% Math Levels 3-5, 43% Rdg. Lrg. Gains, 60 points Math Lrg. Gains, 56 points Rdg. Imp. of Lowest 25% - 65 points Math Imp. of Lowest 25% - 71 points Rdg. Progress –% Math Progress –% 2012 - School Grade – D Rdg. Levels 3-5, 48% Math Levels 3-5, 47% Rdg. Lrg. Gains, 67 points Math Lrg. Gains, 57 points Rdg. Imp. of Lowest 25% - 62 points Math Imp. of Lowest 25% - 51 points Rdg. Progress –% Math Progress –% 2011 - School Grade – C Rdg. Levels 3-5, 60% Math Levels 3-5, 59% Rdg. Lrg. Gains, 64 points Math Lrg. Gains, 50 points Rdg. Imp. of Lowest 25% - 65 points Math Imp. of Lowest 25% - 64 points Rdg. Progress –% Math Progress –% 2010 - School Grade – B Rdg. Levels 3-5, 61% Math Levels 3-5, 61% Rdg. Lrg. Gains, 67 points Math Lrg. Gains, 69 points Rdg. Imp. of Lowest 25% - 65 points Math Imp. of Lowest 25% - 71 points Rdg. Progress –% Math Progress –% 2009 - School Grade – C Rdg. Levels 3-5, 63% Math Levels 3-5, 57% Rdg. Lrg. Gains, 65 points Math Lrg. Gains, 50 points Rdg. Imp. of Lowest 25% - 61 points Math Imp. of Lowest 25% - 47 points

Rdg. Progress –%
Math Progress –%

Instructional Coaches

# of instructional coaches

3

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Mary McLean		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1

Areas	Reading/Literacy
Credentials	Elementary Education (K-6) English for Speakers of other Languages (ESOL) endorsement Reading (K-12) Social Science (6-12)
Performance Record	2013 – School Grade – D Rdg. Levels 3-5, 33% Math Levels 3-5, 59% Rdg. Lrg. Gains, 66 points Math Lrg. Gains, 66 points Rdg. Imp. of Lowest 25% - 71 points Math Imp. of Lowest 25% - 66 points Rdg. Progress –% Math Progress –% 2012 - School Grade – C Rdg. Levels 3-5, 30% Math Levels 3-5, 57% Rdg. Lrg. Gains, 63 points Math Lrg. Gains, 73 points Rdg. Imp. of Lowest 25% - 64 points Math Imp. of Lowest 25% - 87 points Rdg. Progress –% Math Progress –% 2011 - School Grade – B Rdg. Levels 3-5, 56% Math Levels 3-5, 80% Rdg. Lrg. Gains, 62 points Math Lrg. Gains, 72 points Rdg. Imp. of Lowest 25% - 62 points Math Imp. of Lowest 25% - 69 points Rdg. Progress –% Math Progress –% 2010 - School Grade – B Rdg. Levels 3-5, 56% Math Levels 3-5, 77% Rdg. Lrg. Gains, 65 points Math Lrg. Gains, 68 points Rdg. Imp. of Lowest 25% - 64 points Math Imp. of Lowest 25% - 68 points Rdg. Progress –% Math Progress –% 2009 - School Grade – A Rdg. Levels 3-5, 61% Math Levels 3-5, 81% Rdg. Lrg. Gains, 62 points Math Lrg. Gains, 74 points Rdg. Imp. of Lowest 25% - 71 points

Math Imp. of Lowest 25% - 82 points
Rdg. Progress –%
Math Progress –%

Kara Troy		
Full-time / School-based	Years as Coach: 4	Years at Current School: 18

Areas	Science
Credentials	Master of Science; Elementary Education Bachelor of Science ESOL endorsement Gifted endorsement
Performance Record	2013 – School Grade – D Rdg. Levels 3-5, 43% Math Levels 3-5, 43% Rdg. Lrg. Gains, 60 points Math Lrg. Gains, 56 points Rdg. Imp. of Lowest 25% - 65 points Math Imp. of Lowest 25% - 71 points Rdg. Progress –% Math Progress –% 2012 - School Grade – D Rdg. Levels 3-5, 48% Math Levels 3-5, 47% Rdg. Lrg. Gains, 67 points Math Lrg. Gains, 57 points Rdg. Imp. of Lowest 25% - 62 points Math Imp. of Lowest 25% - 51 points Rdg. Progress –% Math Progress –% 2011 - School Grade – C Rdg. Levels 3-5, 60% Math Levels 3-5, 59% Rdg. Lrg. Gains, 64 points Math Lrg. Gains, 50 points Rdg. Imp. of Lowest 25% - 65 points Math Imp. of Lowest 25% - 64 points Rdg. Progress –% Math Progress –% 2010 - School Grade – B Rdg. Levels 3-5, 61% Math Levels 3-5, 61% Rdg. Lrg. Gains, 67 points Math Lrg. Gains, 69 points Rdg. Imp. of Lowest 25% - 65 points Math Imp. of Lowest 25% - 71 points Rdg. Progress –% Math Progress –% 2009 - School Grade – C Rdg. Levels 3-5, 63% Math Levels 3-5, 57% Rdg. Lrg. Gains, 65 points Math Lrg. Gains, 50 points Rdg. Imp. of Lowest 25% - 61 points

Math Imp. of Lowest 25% - 47 points
Rdg. Progress –%
Math Progress –%

Sharletta Rawls		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
Areas	Mathematics	
Credentials	Elementary Education (K-6)	
Performance Record	N/A	

Classroom Teachers

# of classroom teachers
54

 # receiving effective rating or higher
52, 96%

 # Highly Qualified Teachers
69%

 # certified in-field
53, 98%

 # ESOL endorsed
42, 78%

 # reading endorsed
4, 7%

 # with advanced degrees
28, 52%

 # National Board Certified
1, 2%

 # first-year teachers
2, 4%

 # with 1-5 years of experience
5, 9%

 # with 6-14 years of experience
29, 54%

 # with 15 or more years of experience
18, 33%

Education Paraprofessionals

# of paraprofessionals
10

 # Highly Qualified
6, 60%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Meeting regularly with new teachers. Partnering new teachers with mentor/veteran teachers. Promote, encourage participation, and provide on-going professional development through various in-services and workshops. Administration maintains an open door policy and always involves its teachers in educational decisions.

Teacher Mentoring Program/Plan
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

The mentor and mentee are meeting once a month to discuss evidence-based strategies: data driven/differentiated instruction, classroom management, effective lesson development, data analysis, inclusive practices, on-going progress monitoring, integrated curriculum, and time management. The mentor is given release time to observe the mentee. Time is given for coaching and planning. Coaches will model lessons using appropriate strategies.
Ms. Guerra is in her first year as a Kindergarten teacher at Biscayne Gardens Elementary School. She needs assistance and guidance in teaching the Kindergarten curriculum. Mrs. Portillo is a veteran Kindergarten teacher. She is familiar with the curriculum and is a strong disciplinarian.
Ms. Lyle is in her first year as a first grade teacher. She needs assistance and guidance in teaching the first grade curriculum. Mrs. Louis is a veteran primary teacher. She is familiar with the curriculum and demonstrates consistent classroom management.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)
This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

1. MTSS/RtI leadership is vital, therefore, in building our team we have considered the following:
• Administrator(s) who will ensure commitment and allocate resources;
• Teacher(s), Coaches, and Liaisons who will extend and report on meeting goals of the Leadership Team at grade level, subject area, and intervention group and problem solving.

• Team members who will meet to review consensus, infrastructure, and implementation of building level.
2. The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted. These individuals are chosen for their diverse input at various levels of education, such as:
• School reading, math, science coaches
• Special education personnel
• School guidance counselor
• School psychologist
• School social worker
• Grade Level Chairpersons
• Member of advisory group
• Community stakeholders
3. MTSS/RtI is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. RtI uses increasingly more intense instruction and interventions.
• The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
• The second level of support consists of supplemental instruction and interventions that are provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.
• The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.
There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data. The RtI four step problem-solving model will be used to plan, monitor, and revise instruction and intervention. The four steps are problem identification, problem analysis, intervention implementation, and response evaluation.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

MTSS/RtI Leadership Team is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The Leadership Team will:
1. Use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year by addressing the following important questions:
• What will all students learn? (curriculum based on standards)
• What progress is expected in each core area?
• How will we determine if students have made expected levels of progress towards proficiency? (common assessments)
• How will we respond when grades, subject areas, or class of, or individual students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
• How will we respond when students have learned or already know? (enrichment opportunities).
•
2. 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.

3. Hold regular team meetings monthly. Use 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.
4. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
5. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
6. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
7. Provide clear indicators of student needs and student progress, assisting in examining the validity and effectiveness of program delivery.
8. Assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

1. Data will be used to guide instructional decisions and system procedures for all students to:
• adjust the delivery of curriculum and instruction to meet the specific needs of students
• adjust the delivery of behavior management system
• adjust the allocation of school-based resources
• drive decisions regarding targeted professional development
• create student growth trajectories in order to identify and develop interventions
2. Managed data will include:
Academic
• FAIR assessment
• Interim assessments
• FCAT
• Student grades
• School site specific assessments (mini-benchmark assessments)
• Baseline Benchmark Assessments
• Success Maker Utilization and Progress Reports
Behavior
• Student Case Management System
• Detentions
• Suspensions/expulsions
• Referrals by student behavior, staff behavior, and administrative context
• Attendance
• Referrals to special education programs

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Training for all administrators in the MTSS/RtI problem solving at Tiers 1, 2, and 3 (SST), using the Tier 1 Problem Solving Worksheet, Tier 2 Problem Solving Worksheet, and Tier 3 Problem Solving Worksheet and Intervention Plan

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year:

ELL after school academy
Science club
Math club
Writing club

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Data is analyzed by individual teachers on formative assessments, such as mini Benchmark Assessments per subject area to reevaluate teaching strategies and prepare instructional focus calendars with secondary benchmarks.

Who is responsible for monitoring implementation of this strategy?

Data chats take place with administrators, coaches, and individual teachers on formative assessments, such as Fall and Winter District Interim Assessments to plan effective strategies, share Best Practices, and reteach weakest benchmarks through differentiated instruction.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
The Literacy Leadership Team consists of the following individuals: Maria LaCavalla: Principal, Meisha Griffith: Assistant Principal, Reading Coach: Karen Garcia, Math Coach: Mariuxi Yglesias, Science Coach: Kara Troy and Grade Chairpersons; Denise Freitas (K & 1), Karen Garcia(2 & 3), Kara Troy(4 & 5), Carla Magluta (SPED), Mercedes Cortes (special area teachers).	

How the school-based LLT functions

The Literacy Leadership Team consists of the following individuals: Maria LaCavalla: Principal, Meisha Griffith: Assistant Principal, Reading Coach: Mary McLean, Math Coach: Sharletta Rawls, Science Coach: Kara Troy and Grade Chairpersons; Denise Freitas (K & 1), Mary Mclean (2 & 3), Kara Troy (4 & 5), Carla Magluta (SPED), Mercedes Cortes (special area teachers).
A key factor to an individual school's success is the building leadership. The principal sets the tone as the school's instructional leader, reinforcing the positive learning environment and convincing the students, parents and teachers that all children can learn and improve academically. In essence, the school principal has the potential to have a great impact on student learning through his or her support of teachers and coaches. In order for principals to become instructional leaders, it is imperative that they understand the literacy challenges of the populations of students whom they serve. The reading/literacy coach is vital in the process of providing job embedded professional development at the school level. To describe the process for monitoring reading instruction at the school level, including the role of the principal and the reading coach, please address the following:

The purpose of the Reading Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees should serve on this team which should meet at least once a month.

The principal selects team members for the Reading Leadership Team (RLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The reading coach must be a member of the Reading Leadership Team. The team will meet monthly throughout the school year. School Reading Leadership Teams may choose to meet more. One of the major initiatives of the LLT will be the successful implementation of the Response to Intervention Model (RtI). Teachers will be trained by members of the Leadership Team and be given the opportunity to participate in RtI online course. Another initiative will be to train teachers how to disaggregate student data and tailor their instruction to specifically meet the needs of their students. Additionally, the principal may expand the RLT by encouraging personnel from various sources such as District and Regional support staff to join. The RLT maintains a connection to the school's Response to Intervention process by using the MTSS/RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

Major initiatives of the LLT

One of the major initiatives of the LLT will be the successful implementation of the Response to Intervention Model (RtI). Teachers will be trained by members of the Leadership Team and be given the opportunity to participate in RtI online course. Another initiative will be to train teachers how to disaggregate student data and tailor their instruction to specifically meet the needs of their students.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

n/a

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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

Biscayne Gardens Elementary prepares preschool children to make the transition from the home or from pre-schooling by including these children and their families in various school activities on the school site. These activities involve parental workshops, orientation for prospective early childhood programs, and special activities which are designed for the entire family. In this manner, both parents and prospective students are aware of and familiar with the school site, school personnel, and some of the activities which will make up the child's day when he or she arrives at the school to begin formal educational experiences.

The Houghton Mifflin Pre-K Early Growth Indicators Benchmark Assessment serves as an indicator of a child's development by measuring the child's progress on critical skills within a particular domain over time and is administered three times during the school year. Teachers record individual anecdotes providing classroom personnel with the appropriate mechanism to observe the actions and behaviors of young children in order to identify strengths and develop an individual plan of learning. Based on these

anecdotes, teachers plan their daily lessons and report the child's progress to the parent/guardian at a formal conference three times a school year. The pre-kindergarten teachers receive instructional program support through the deployment of a Curriculum Support Specialist, reading coach, math/science leader, general curriculum and developmental aspects of teaching and learning in-services, content/practice clinics, and professional learning communities.

Biscayne Gardens hosts transition to pre-kindergarten and to kindergarten issuing invitations to local pre-schools in the neighborhoods

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

n/a

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

n/a

Strategies for improving student readiness for the public postsecondary level

n/a

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	52%	43%	No	57%
American Indian				
Asian				
Black/African American	51%	41%	No	56%
Hispanic	57%	43%	No	61%
White				
English language learners	43%	32%	Yes	48%
Students with disabilities	53%	52%	No	57%
Economically disadvantaged	51%	42%	No	56%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	56	22%	27%
Students scoring at or above Achievement Level 4	35	13%	15%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	15	34%	35%
Students scoring at or above Level 7	21	48%	48%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		60%	64%
Students in lowest 25% making learning gains (FCAT 2.0)		65%	69%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	41	39%	45%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	15	15%	24%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	17	16%	24%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	40	47%	52%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	16	89%	90%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	53%	43%	No	58%
American Indian				
Asian				
Black/African American	53%	42%	No	57%
Hispanic	57%	43%	No	61%
White				
English language learners	47%	39%	Yes	52%
Students with disabilities	58%	48%	No	63%
Economically disadvantaged	53%	42%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	60	23%	27%
Students scoring at or above Achievement Level 4	35	14%	16%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	13	30%	32%
Students scoring at or above Level 7	18	41%	42%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		56%	60%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		71%	74%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	18	22%	27%
Students scoring at or above Achievement Level 4		*[data excluded for privacy reasons]*	13%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		*[data excluded for privacy reasons]*	36%
Students scoring at or above Level 7		*[data excluded for privacy reasons]*	47%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		5
Participation in STEM-related experiences provided for students	65	78%	85%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	77	11%	10%
Students retained, pursuant to s. 1008.25, F.S.	44	6%	5%
Students who are not proficient in reading by third grade	69	73%	66%
Students who receive two or more behavior referrals	63	9%	8%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	12	2%	1%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Parent Involvement Plan will be used to meet these requirements.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Area 10: Additional Targets

Additional targets for the school

n/a

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. Provide various strategies to maintain student achievement including attendance, grades and proficiency.

G2. Provide appropriate interventions, remediation, and enrichment opportunities to increase the percentage of proficient students by providing differentiated instruction that focuses on data and instructional resources to meet students' needs.

G3. Provide students with instruction of the various modes of writing throughout the entire writing process.

G4. Students will gain a deeper understanding of content by implementing Common Core and NGSSS standards; providing students with hands-on experiences using appropriate manipulatives to develop a deeper understanding of content fluency and problem solving.

Goals Detail

G1. Provide various strategies to maintain student achievement including attendance, grades and proficiency.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- EESAC Funds used to purchase incentives (trophies, certificates, pizza parties, ice cream parties), Biscayne Gardens Bulldog school store, Monthly Perfect Attendance Recognition (per home room), Recognition of students who score 80% or above on District Interim Assessments, Quarterly Awards Assembly (Perfect Attendance, Citizenship, Principal's Honor Roll, A/B Honor Roll

Targeted Barriers to Achieving the Goal

- Lack of community involvement, truancy prevention program, and parental involvement at the elementary school level.

Plan to Monitor Progress Toward the Goal

Comparison of attendance from quarter to quarter

Person or Persons Responsible

Administrators, Teachers, Counselor

Target Dates or Schedule:

Throughout the school year

Evidence of Completion:

Attendance reports

G2. Provide appropriate interventions, remediation, and enrichment opportunities to increase the percentage of proficient students by providing differentiated instruction that focuses on data and instructional resources to meet students' needs.

Targets Supported

- All Areas

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

- Science

- Science - Elementary School

- Parental Involvement

- EWS

- EWS - Elementary School

Resources Available to Support the Goal

- Support from Reading, Math and Science Coaches; support from ETO Curriculum Support Specialists for Reading, Writing, Math and Science. McGraw-Hill Reading Series; Scott-Foreman textbooks; Houghton-Mifflin Go Math textbooks; Gizmos; Discovery Learning; Success Maker; Reading Plus; ETO/District Website; Wonder Works Intervention; Collaborative Planning for all grade levels and subjects; Professional Development that concentrates on the use of data to drive direct instruction.

Targeted Barriers to Achieving the Goal

- Lack of data driven, quality instruction aligned to standards and delivered through the Gradual Release Model and using Best Practices with fidelity.

- Inconsistent use of rigor in lesson development, hands-on labs and activities to develop content knowledge and increase student achievement.

Plan to Monitor Progress Toward the Goal

Analysis of data and demonstration of strategies by teachers

Person or Persons Responsible
Administration, Math, Reading and Science Coaches, and Classroom teachers

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Benchmark and interim assessments

G3. Provide students with instruction of the various modes of writing throughout the entire writing process.

Targets Supported
- Writing

Resources Available to Support the Goal
- District writing pacing guides Instructional focus Calendar Writing Interventionists, ETO Curriculum Support Specialist for Writing

Targeted Barriers to Achieving the Goal
- Lack of knowledge of strategies, how to incorporate Gradual Release Model.

Plan to Monitor Progress Toward the Goal

Observations through coaching cycle and administrator walkthroughs.

Person or Persons Responsible
Administration, Reading Coach

Target Dates or Schedule:
Weekly

Evidence of Completion:
Analysis of data: scoring of writing prompts

G4. Students will gain a deeper understanding of content by implementing Common Core and NGSSS standards; providing students with hands-on experiences using appropriate manipulatives to develop a deeper understanding of content fluency and problem solving.

Targets Supported

- All Areas

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

- Science

- Science - Elementary School

- STEM

- STEM - All Levels

- Parental Involvement

- EWS

- EWS - Elementary School

Resources Available to Support the Goal

- Professional Development opportunities; Professional Learning Communities; FCAT Explorer; Gizmos; Success Maker; Math, Reading and Science Coaches; Think Central and Go Math Textbook; Education Transformation Office (ETO) Support and Resources; Templates and other online and print resources provided by ETO

Targeted Barriers to Achieving the Goal

- Limitations on understanding how to effectively plan for lessons using the NGSSS with the Common Core State Standards.

- Teachers lack of understanding of the impact of hands-on experience and the use of manipulatives to develop a deeper understanding and fluency.

Plan to Monitor Progress Toward the Goal

Will be monitored with Interim assessments, benchmark assessments, topic assessments, Go Math and FCAT Explorer Computer Based sssessments

Person or Persons Responsible

Math, Reading, and Science Coaches, ETO Curriculum Support Specialists, Administrators

Target Dates or Schedule:

On-going

Evidence of Completion:

Coaching logs, professional development evaluations, student work samples, Interim assessment data analysis forms

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. Provide various strategies to maintain student achievement including attendance, grades and proficiency.

G1.B1 Lack of community involvement, truancy prevention program, and parental involvement at the elementary school level.

G1.B1.S1 Provide incentives for students with perfect attendance, as well as have parent nights at the school, that involve all stakeholders, including parents, teachers and community members.

Action Step 1

Recognition of students who have perfect attendance through quarterly awards assemblies.

Person or Persons Responsible

Administrators, Coaches, Teachers and Students

Target Dates or Schedule

Throughout the academic school year

Evidence of Completion

Awards, Reports and attendance reports.

Action Step 2

Parent Resource Night

Person or Persons Responsible

Administration, Coaches, Teachers, Students, and Community Members and Partners.

Target Dates or Schedule

Throughout the year

Evidence of Completion

Sign-in sheets

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

Monitor student attendance from the attendance reports

Person or Persons Responsible

Administrators, Teachers, Counselor

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Attendance reports

Plan to Monitor Effectiveness of G1.B1.S1

Monitor attendance through school attendance reports

Person or Persons Responsible

Administrators, Teachers, Counselor

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Attendance Reports

G2. Provide appropriate interventions, remediation, and enrichment opportunities to increase the percentage of proficient students by providing differentiated instruction that focuses on data and instructional resources to meet students' needs.

G2.B1 Lack of data driven, quality instruction aligned to standards and delivered through the Gradual Release Model and using Best Practices with fidelity.

G2.B1.S1 Plan for and deliver lessons that follow an instructional routine based on data, the gradual release model, and includes differentiated instruction.

Action Step 1

Schedule of common planning for each content area and design and implement on-going support to teachers for all subjects.

Person or Persons Responsible

Math, Reading and Science Coaches ETO Curriculum Support Specialists (Math, Reading, Writing amd Science)

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Coaches logs and common planning sign-in sheets

Action Step 2

Provide professional development to teachers regarding the use of data to drive instruction, especially differentiated instruction.

Person or Persons Responsible

Math, Reading and Science Coaches ETO Curriculum Support Specialists (Math, Reading, Writing amd Science)

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Professional development roster, CSS document, coaches log

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Walk-throughs, common planning sessions

Person or Persons Responsible

Administration Math, Reading and Science Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans, explicit delivery of instruction, Differentiated Instruction, data binders

Plan to Monitor Effectiveness of G2.B1.S1

Walk-throughs, common planning sessions

Person or Persons Responsible

Administration Math, Reading and Science Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Student journals, authentic student work, district assessments,

G2.B1.S2 Quarterly data chats where the focus is data and utilizing the data to drive instruction for all subjects.

Action Step 1

District Assessmens

Person or Persons Responsible

All teachers, Administration, Math, Reading, and Science Coaches

Target Dates or Schedule

Quarterly

Evidence of Completion

Thinkgate data reports, sign-in sheets, coaches logs

Action Step 2

Data Chats

Person or Persons Responsible

Teachers, Administration, Math, Reading and Science Coaches

Target Dates or Schedule

Quarterly

Evidence of Completion

Thinkgate data, sign-in sheets and coaches logs

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Administrative walktrhoughs, data chat logs

Person or Persons Responsible

Teachers, Administration, Math, Reading and Science Coaches

Target Dates or Schedule

On going

Evidence of Completion

Coaches logs, data reports

Plan to Monitor Effectiveness of G2.B1.S2

Administrative Observations

Person or Persons Responsible

Teachers, Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans

G2.B2 Inconsistent use of rigor in lesson development, hands-on labs and activities to develop content knowledge and increase student achievement.

G2.B2.S1 Utilize common planning to develop lessons that incorporate the use of The Gradual Release Model.

Action Step 1

Provide direct support utilizing the coaching cycle on various instructional and collaborative strategies incorporating the interactive journals.

Person or Persons Responsible

Teachers, Math, Reading and Math Coaches, and Administration

Target Dates or Schedule

On-going

Evidence of Completion

Students' interactive journals, lesson plans, coaches logs

Action Step 2

Teachers routinely participate in grade level planning sessions faciliatated by the Instructional Coach in order to develop lessons and/or share best practices.

Person or Persons Responsible

Teachers, Math, Reading and Science Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Coaches log, sign-in sheets, lesson plans,

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Observations through the coaching cycle and adminstration walkthroughs

Person or Persons Responsible

Teachers, Math, Reading and Science Coaches, and Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Collaborative planning sign-in sheets, walk-throughs, lesson plans, student interactive journals, coaches logs

Plan to Monitor Effectiveness of G2.B2.S1

Utilize student interactive journals and district assessments.

Person or Persons Responsible

Teachers, Math, Reading and Science Coaches, and Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Data Chats, student interactive journals, district assessments.

G2.B2.S2 Provide opportunities for teachers to incorporate literacy across all curriculum areas for students to enhance comprehension and student achievement.

Action Step 1

Teachers include the use of structured and unstructured graph organizers and anchor charts during instruction.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Print rich classrooms and student interactive journals

Action Step 2

Teachers provide students with scaffolded opportunities to produce writing products that reflect rigor and cognitive complexity of the standards.

Person or Persons Responsible

Teachers, Math, Reading and Science Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Student writing products in their interactive journals.

Plan to Monitor Fidelity of Implementation of G2.B2.S2

Collaborative planning that focuses on aligning lesson plans to district pacing guides.

Person or Persons Responsible

Teachers, Math, Reading and Science Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Sign-in sheets from collaborative planning, coaches log

Plan to Monitor Effectiveness of G2.B2.S2

Administrative Observations and walkthroughs

Person or Persons Responsible

Teachers, Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans, interactive journals, authentic student work

G3. Provide students with instruction of the various modes of writing throughout the entire writing process.

G3.B1 Lack of knowledge of strategies, how to incorporate Gradual Release Model.

G3.B1.S1 Students will revise and refine drafts for clarity and effectiveness.

Action Step 1

Use of mentor texts and graphic organizers including timelines and storyboards to include main idea, characters, setting, problem, events, solution, and ending.

Person or Persons Responsible

Administration, Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Evidence of writing process in journals, published pieces

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Demonstration of strategies by teacher

Person or Persons Responsible

Administration, Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Evidence of writing process in journals, published pieces

Plan to Monitor Effectiveness of G3.B1.S1

Lesson plans demonstrating strategies, coaching logs, walk-through checklists

Person or Persons Responsible

Administration Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Evidence of writing process in journals, published pieces

G3.B1.S2 Students will be provided with strategies on how to write to various modes of writing and understand the entire writing process for each of them.

Action Step 1

Provide push-in assistance from writing interventionist Utilize data from district wide writing tests Deliver effective strategies for each of the four elements of writing : focus, organization, support, and conventions

Person or Persons Responsible

Administration, Reading Coach, Writing Interventionist

Target Dates or Schedule

Daily and weekly instruction

Evidence of Completion

Analysis of data/ Weekly writing prompts

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Observations through coaching cycle and administrator walkthroughs

Person or Persons Responsible

Administration, Reading Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Analysis of data and scoring of prompts

Plan to Monitor Effectiveness of G3.B1.S2

Observations through coaching cycle and administrator walkthroughs.

Person or Persons Responsible

Administration, Reading Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Analysis of data/ scoring of writing prompts

G4. Students will gain a deeper understanding of content by implementing Common Core and NGSSS standards; providing students with hands-on experiences using appropriate manipulatives to develop a deeper understanding of content fluency and problem solving.

G4.B2 Limitations on understanding how to effectively plan for lessons using the NGSSS with the Common Core State Standards.

G4.B2.S1 Take part in regular embedded professional development (i.e., common planning, lesson study, professional learning communities).

Action Step 1

Plan for and provide opportunities for hands-on experience using appropriate manipulatives during instruction to develop a deeper understanding and fluency.

Person or Persons Responsible

Teachers, Mathematics Instructional Coach, ETO CSS

Target Dates or Schedule

Professional Learning Communities –Ongoing

Evidence of Completion

Detailed lesson plans, coaching calendar, coaching log

Action Step 2

Contribute in common planning sessions conducted by the Instructional Coach for the teachers and interventionists.

Person or Persons Responsible

Teachers, Mathematics Instructional Coach, ETO CSS

Target Dates or Schedule

Professional Learning Communities –Ongoing

Evidence of Completion

Detailed lesson plans, Coaching calendar, coaching log

Action Step 3

Participate in Professional Learning Communities in order to strengthen knowledge of the content, unwrap benchmarks, and share instructional strategies that were targeted during a Lesson Study.

Person or Persons Responsible

Teachers, Mathematics, Reading, and Science Instructional Coaches, ETO Curriculum Support Specialists

Target Dates or Schedule

Professional Learning Communities –Ongoing

Evidence of Completion

Mini Professional Developments, Detailed lesson plans, coaching log

Facilitator:

Math Coach, ETO CSS

Participants:

3rd - 5th grade Teachers

Action Step 4

Partake in quarterly professional learning opportunities that increase their knowledge and application of strategies to improve instruction for diverse learners (ELL and ESE students).

Person or Persons Responsible

Teachers, Mathematics, Reading, and Science Instructional Coach, ETO Curriculum Support Specialists

Target Dates or Schedule

Professional Learning Communities –Ongoing

Evidence of Completion

Professional Developments

Facilitator:

Math, Reading, and Science Coaches, ETO Curriculum Support Specialists

Participants:

3rd - 5th grade Teachers

Plan to Monitor Fidelity of Implementation of G4.B2.S1

Will be monitored using student work samples, lesson plans, classroom walk-throughs and Interim assessment data

Person or Persons Responsible

Math, Reading, and Science Coaches, ETO Curriculum Support Specialists, Administrators

Target Dates or Schedule

On-going

Evidence of Completion

Data analysis reports for Interim assessments, lesson plans and walk-through checklists

Plan to Monitor Effectiveness of G4.B2.S1

Will be monitored using coaching logs, lesson plans, student work samples, sign-in sheets, checklists and assessments

Person or Persons Responsible

Math, Reading, and Science Coaches, ETO Curriculum Support Specialists, Administrators

Target Dates or Schedule

On-going

Evidence of Completion

Interim assessment data, checklists, lesson plans targeting goals, student work samples targeting goals

G4.B3 Teachers lack of understanding of the impact of hands-on experience and the use of manipulatives to develop a deeper understanding and fluency.

G4.B3.S1 Take part in regular embedded professional development (i.e. common planning, lesson study, professional learning communities).

Action Step 1

Contribute in common planning sessions conducted by the Instructional Coach for the teachers and interventionists.

Person or Persons Responsible

Teachers, Mathematics Instructional Coach, ETO CSS

Target Dates or Schedule

On-going

Evidence of Completion

Walkthrough documentation; development of next steps

Action Step 2

Participate in Professional Learning Communities in order to strengthen knowledge of the content, unwrap benchmarks, and share instructional strategies that were targeted during a Lesson Study.

Person or Persons Responsible

Teachers, Mathematics Instructional Coach, ETO CSS

Target Dates or Schedule

Professional Learning Communities - ongoing

Evidence of Completion

Detailed lesson plans, coaching log

Action Step 3

Plan for and provide opportunities for hands-on experience using appropriate manipulatives during instruction to develop a deeper understanding and fluency.

Person or Persons Responsible

Teachers, Mathematics Instructional Coach, ETO CSS

Target Dates or Schedule

On-going

Evidence of Completion

Detailed lesson plans, coaching calendar, coaching log

Action Step 4

Partake in quarterly professional learning opportunities that increase their knowledge and application of strategies to improve instruction for diverse learners (ELL and SPED students).

Person or Persons Responsible

Teachers, Mathematics Instructional Coach, ETO CSS

Target Dates or Schedule

On-going

Evidence of Completion

Detailed lesson plans, coaching log

Plan to Monitor Fidelity of Implementation of G4.B3.S1

Will be monitored using detailed lesson plans, coaching calendar, coaching log, professional developments, detailed lesson plans, coaching log

Person or Persons Responsible

Math Coach, ETO CSS, Administrators

Target Dates or Schedule

On-going

Evidence of Completion

Data analysis reports for Interim assessments, lesson plans, and walk-throughs with checklist.

Plan to Monitor Effectiveness of G4.B3.S1

Will be monitored using coaching logs, lesson plans, student work samples, sign-in sheets, checklists, and assessments.

Person or Persons Responsible

Math Coach, ETO CSS, Administrators

Target Dates or Schedule

On-going

Evidence of Completion

Assessment data, checklists, lesson plans targeting goals, student work samples targeting goals and demonstrating use of manipulatives.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A

At Biscayne Gardens Elementary School services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The District coordinates with Title II and Title III in ensuring staff development needs are provided to students and their families. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as a bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student needs while working with District personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervention services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (after-school and summer school) by the Title I, Part C, Migrant Education Program.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with District Drop-out Prevention programs.

Title II

The District uses supplemental funds improving basic education as follows:

• training to certify quality mentors for the New Teacher (MINT) Program

• training for add-on endorsement programs, such as Reading, Gifted, ESOL

training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

Services are provided through the District for educational materials and ELL District support services to improve the education of English Language Learners by providing funds to implement and/or provide:

• tutorial programs (K-12)
• parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
• reading and supplementary instructional materials(K-12)
• professional development on best practices for ESOL and content area teachers
Title VI, Part B - NA
Title X- Homeless
• Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
• The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
• Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
• The 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 poster competition sponsored by The Homeless Trust - a community organization.
• Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
• The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students
Supplemental Academic Instruction (SAI)
This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation
Violence Prevention Programs
Biscayne Gardens Elementary School offers a non-violence program through "peaceful resolution" activities and counseling. An anti-drug program is offered to all students and facilitated by our guidance counselor during Red Ribbon Week and the month of October.
• The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/ or TRUST Specialists.
Nutrition Programs
1). The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
• Biscayne Gardens Elementary School participates in the Healthy Schools Program through the Alliance for a Healthier Generation. The program outlines specific steps that schools can take to create healthier school environments. The following features exist in our school: drinking water is available, school grounds are opened to physical activities for students and their families, physical education teachers track students' body mass index and fitness levels, and play equipment is regularly monitored for safety and environmental quality.
2). Nutrition education, as per state statue, is taught through physical education.
3). The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.
4.) The school received the "Fresh Fruit and Vegetable Program" Grant sponsored by the USDA, Food and Nutrition Management, and "Fresh From Florida" Grant administered by the MDCPS Department of Food and Nutrition. Students are provided 2-3 times a week a healthy fruit or vegetable to be eaten in school after lunch.
5.) The school is a recipient of the "Plant a Thousand Gardens" Collaborative Nutritional Initiative Grant through The ED Fund of Miami. Teachers participating in the Garden Grant Program are required to teach

weekly integrated nutritional lessons.
Housing Programs - N/A
Head Start - N/A
Adult Education – N/A
Career and Technical Education – N/A
Job Training – N/A
Other
Parental
Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.
Increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.
Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents. This impacts our goal to empower parents and build their capacity for involvement.
Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-691303-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118.
Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.
Confidential "as-needed services" will be provided to any students in the school in "homeless situations" as applicable.
Additional academic and support services will be provided to students and families of the Migrant population as applicable.
Biscayne Gardens Elementary School participates in the Health Connect in Our Schools program.
• Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
• Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
• HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
• HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
• HCiOS enhances the health education activities provided by the schools and by the health department.
HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G4. Students will gain a deeper understanding of content by implementing Common Core and NGSSS standards; providing students with hands-on experiences using appropriate manipulatives to develop a deeper understanding of content fluency and problem solving.

G4.B2 Limitations on understanding how to effectively plan for lessons using the NGSSS with the Common Core State Standards.

G4.B2.S1 Take part in regular embedded professional development (i.e., common planning, lesson study, professional learning communities).

PD Opportunity 1

Participate in Professional Learning Communities in order to strengthen knowledge of the content, unwrap benchmarks, and share instructional strategies that were targeted during a Lesson Study.

Facilitator

Math Coach, ETO CSS

Participants

3rd - 5th grade Teachers

Target Dates or Schedule

Professional Learning Communities –Ongoing

Evidence of Completion

Mini Professional Developments, Detailed lesson plans, coaching log

PD Opportunity 2

Partake in quarterly professional learning opportunities that increase their knowledge and application of strategies to improve instruction for diverse learners (ELL and ESE students).

Facilitator

Math, Reading, and Science Coaches, ETO Curriculum Support Specialists

Participants

3rd - 5th grade Teachers

Target Dates or Schedule

Professional Learning Communities –Ongoing

Evidence of Completion

Professional Developments

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Provide various strategies to maintain student achievement including attendance, grades and proficiency.	$2
	Total	$2

Budget Summary by Funding Source and Resource Type

Funding Source	Other	Total
EESAC Funds	$2	$2
Total	$2	$2

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Provide various strategies to maintain student achievement including attendance, grades and proficiency.

G1.B1 Lack of community involvement, truancy prevention program, and parental involvement at the elementary school level.

G1.B1.S1 Provide incentives for students with perfect attendance, as well as have parent nights at the school, that involve all stakeholders, including parents, teachers and community members.

Action Step 1

Recognition of students who have perfect attendance through quarterly awards assemblies.

Resource Type

Other

Resource

Incentives for students

Funding Source

EESAC Funds

Amount Needed

$2