

Miami-Dade County Public Schools

Biscayne Beach Elementary School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	14
Positive Culture & Environment	0
Budget to Support Goals	0

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: 6/12/2014

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	93%
2021-22 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	2021-22: B (61%) 2018-19: B (61%) 2017-18: 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	N/A
* 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	14
Title I Requirements	0
Budget to Support Goals	0

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2021-22 Title I School</p> <p style="font-size: 1.2em;">Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="font-size: 1.2em;">93%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="font-size: 1.2em;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="font-size: 1.2em;">90%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		B	B

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SIP Authority

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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. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Belusic, Karen	Principal	Oversee school operations, academic programs, personnel, finance, maintenance, and community relations.
Arenas, Tina	Math Coach	Oversee Mathematics program, intervention implementation, new teacher orientations, professional development, and data analysis.
Borges, Josefina	Reading Coach	Oversee reading language arts program, intervention implementation, new teacher orientations, professional development, and data analysis.
Morris, Frank	Assistant Principal	Assist Principal in overseeing school operations, academic programs, personnel, finance, and community relations
Garcia, Iris	Instructional Coach	Lead teacher, oversees International Baccalaureate PYP Program, professional development liaison, STEAM Liaison
Herrera, Ana	Assistant Principal	Assist Principal in overseeing school operations, academic programs, personnel, finance, and community relations

Demographic Information

Principal start date

Thursday 6/12/2014, Karen Villalba Belusic D

Number of teachers with a 2022 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.*

11

Number of teachers with a 2022 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.*

1

Total number of teacher positions allocated to the school

41

Total number of students enrolled at the school

508

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

10

Identify the number of instructional staff who joined the school during the 2022-23 school year.

6

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	77	84	96	98	83	111	0	0	0	0	0	0	0	549
Attendance below 90 percent	9	5	10	10	5	16	0	0	0	0	0	0	0	55
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	7	11	4	9	0	0	0	0	0	0	0	34
Course failure in Math	0	2	3	10	4	16	0	0	0	0	0	0	0	35
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	39	26	22	0	0	0	0	0	0	0	87
Level 1 on 2022 statewide FSA Math assessment	0	0	0	26	17	33	0	0	0	0	0	0	0	76
Number of students with a substantial reading deficiency	0	6	26	43	28	37	0	0	0	0	0	0	0	140

Using the table above, complete the table below with the number of students by current grade level who have 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	2	13	21	19	0	0	0	0	0	0	0	55

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Monday 8/22/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	55%	62%	56%				53%	62%	57%
ELA Learning Gains	70%						63%	62%	58%
ELA Lowest 25th Percentile	64%						81%	58%	53%
Math Achievement	57%	58%	50%				69%	69%	63%
Math Learning Gains	68%						64%	66%	62%

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
Math Lowest 25th Percentile	58%						47%	55%	51%
Science Achievement	52%	64%	59%				53%	55%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	45%	60%	-15%	58%	-13%
Cohort Comparison		0%				
04	2022					
	2019	53%	64%	-11%	58%	-5%
Cohort Comparison		-45%				
05	2022					
	2019	51%	60%	-9%	56%	-5%
Cohort Comparison		-53%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	64%	67%	-3%	62%	2%
Cohort Comparison		0%				
04	2022					
	2019	70%	69%	1%	64%	6%
Cohort Comparison		-64%				
05	2022					
	2019	63%	65%	-2%	60%	3%
Cohort Comparison		-70%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	50%	53%	-3%	53%	-3%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	27	50	53	30	66	73	35				
ELL	51	69	61	53	70	59	46				
BLK	53	82		59	55						
HSP	54	68	63	55	69	59	51				
WHT	68	75		68	62						
FRL	53	69	67	55	67	61	51				
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				
WHT	60	50		73	56		50				
FRL	51	64	80	66	63	46	49				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% All Students	NO

ESSA Federal Index	
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	64
Total Points Earned for the Federal Index	488
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
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Students With Disabilities	
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Federal Index - Students With Disabilities	46
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
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Federal Index - English Language Learners	59
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Native American Students	
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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%	0

Asian Students	
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Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
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Federal Index - Black/African American Students	62
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
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Federal Index - Hispanic Students	60
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

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%	0
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%	0
White Students	
Federal Index - White Students	68
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	61
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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 2022 assessments, the lowest 25% subgroup in math increased 36% points while the lowest 25% subgroup in reading remained the same.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on the FSA assessments for 2021 and 2022, ELA proficiency over the last 2 years are stagnant. The percentage of students scoring at proficiency remains at 55%. Only 46% of accountable 3rd grade students scored at proficiency level.

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

Loss of learning over the last 2 years has contributed to low student achievement. Many students missed foundational skills necessary for mastery of state standards.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Based on FSA 2022 assessments, learning gains in math improved from 35% to 68%. Math proficiency increased from 43% to 57%.

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

Math coach helped to support teacher capacity for instruction in math skills. Math coach and teachers provided additional tutoring before and after school for targeted students. Teachers used data to provide differentiated instruction as needed. Technology platforms such as IXL were used to supplement instruction.

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

Progress monitoring will be implemented to provide targeted instruction for students. Technology will be used to close learning gaps. Interventions will be provided to identified students.

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.

Teachers will continue to participate in professional development related to STEAM, new BEST standards alignment, instructional strategies intervention implementation with fidelity.

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

Title I, Title III and ESSER funding will provide support for before and after school tutoring. The math and reading coaches will continue to support teachers and students.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Positive Culture and Environment specifically relating to Family Engagement Initiatives

Area of Focus
Description and Rationale: According to the 2021-2022 Climate Survey only 9% of parents responded to the annual school climate survey as compared to 14% in 2020-2021. This reflects a 5% decrease in parent participation in the survey. This data indicates a lack of parent involvement.
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. If we successfully implement the strategy of Family Engagement initiatives we will increase the number of parents completing the survey by ten percent as evidenced by the School Climate Survey administered in 2022-2023.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome. The leadership team will work on increasing parent involvement opportunities. The leadership team will survey teachers and parents to garner ideas for activities they would like to have implemented at our school. Based on survey responses, the leadership team will work with the PTA to organize and implement opportunities for families to be involved at school.

Person responsible for monitoring outcome: Ana Herrera (anaherrera@dadeschools.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus. Within the area of focus of Family Engagement, we will focus on providing increased opportunities that encourage parents to participate in school events.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy. Increased parent involvement will enable families to become partners in their children's education, leading to increased student achievement

Action Steps to Implement
 List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/22 - 10/14 - Conduct survey of family engagement opportunities parents would like implemented this school year. As a result, the PTSA and the leadership team will develop activities that are welcoming and engaging to parents and students.

Person Responsible Frank Morris (famorris@dadeschools.net)

8/22-10/14 Teachers will solicit volunteers for room parents for each homeroom. As a result teachers will have a liaison for communicating and planning class activities.

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

8/22-10/14 Form a committee of representatives from staff, parents and administrators to evaluate the survey of parent responses. As a result, decide which activities will be planned assuring all stakeholders' input is included.

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

8/22-10/14 Meet with PTA to plan calendar of events for 2022-2023. As a result, a plethora of opportunities will be made available for parents to engage positively with the school.

Person Responsible Ana Herrera (anaherrera@dadeschools.net)

10/31-12/16 Implement school wide family engagement events such as Harvest Festival, and Family Movie Night.

Person Responsible Karen Belusic (pr0321@dadeschools.net)

10/31-12/16 Register room parents as volunteers to be able to assist and participate with activities throughout the school day as needed.

Person Responsible Ana Herrera (anaherrera@dadeschools.net)

#2. Instructional Practice specifically relating to Small Group Instruction

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on the data review of the 2022 FSA ELA, 46% of third grade ELA students scored level 3 or above compared to the 2021 administration where 58% of third grade ELA students scored level 3 or above. This indicates a decrease of 12 percentage points. By using small group Instruction we can provide students opportunities to close the achievement gap therefore increasing student proficiency.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If we successfully implement small group instruction specifically related to ELA , the percentage of 3rd grade students scoring on grade level on the FAST progress monitoring (PM3) will be 50% or higher.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The reading coach will conduct monthly data chats utilizing ongoing progress monitoring data. Small group instructional plans and objectives will be reviewed.

Person responsible for monitoring outcome:

Josefina Borges (jborges@dadeschools.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Within the Targeted Element of ELA, our school will focus on the evidence based strategy of: Small group instruction. 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:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Small group instruction will ensure that teachers are using relevant, recent and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans and instructional delivery as new data becomes available.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/22 - 10/14 Administer on-going progress monitoring assessment, FAST PM1 to all 3rd grade students to identify areas of focus.

Person Responsible

Frank Morris (famorris@dadeschools.net)

8/22-10/14 Conduct data chats with ELA teachers to identify groups of students and their instructional needs.

Person Responsible

Josefina Borges (jborges@dadeschools.net)

8/22-10/14 Academic coaches will model small group instruction with ELA teachers to ensure they are addressing secondary standards and deficient skills.

Person Responsible

Josefina Borges (jborges@dadeschools.net)

8/22-10/14 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)

10/31-12/16 Leadership team will conduct classroom walkthroughs to ascertain evidence that teachers are actively utilizing the Reading Writing Companion guides for reading instruction.

Person Responsible Josefina Borges (jborges@dadeschools.net)

10/31-12/16 Implement an iReady incentive program, utilizing classroom competition to encourage students to meet their iReady usage goals that will in turn, close the achievement gap.

Person Responsible Josefina Borges (jborges@dadeschools.net)

#3. Instructional Practice specifically relating to Math

Area of Focus

Description and

Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on a review of available FSA Math data 2022, students in the lowest 25% sub group from 5th grade had the lowest percentage of students scoring on grade level as compared to third grade with 89% and fourth grade with 60%. Differentiated instruction will provide targeted scaffolding strategies for students based on their academic needs.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If we successfully implement Differentiation, then our L25 students subgroup from 5th grade scoring on grade level, will increase by 3 percentage points as evidenced by 2023 FAST Assessment.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The leadership team and math coach will conduct on-going data chats utilizing iReady diagnostic, progress monitoring data and math topic assessments. Math tracking sheets will be used by 5th grade students to self-monitor.

Person responsible for monitoring outcome:

Tina Arenas (tarenas@dadeschools.net)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

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: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/14-10/22 Academic coaches will model DI instruction with beginning teachers to ensure they are addressing secondary standards and deficient skills

Person Responsible

Tina Arenas (tarenas@dadeschools.net)

8/14-10/22 Data chats with individual teachers will be conducted upon completion of the FAST PM1 to support DI instruction.

Person Responsible

Tina Arenas (tarenas@dadeschools.net)

8/14-10/22 Math Coach will implement small group interventions for tier 3 students to mitigate Math learning loss.

Person Responsible

Tina Arenas (tarenas@dadeschools.net)

8/14-10/22 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)

10/31-12/16 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)

10/31-12/16 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)

#4. Transformational Leadership specifically relating to Teacher Recruitment and Retention

Area of Focus

Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on the 21-22 Climate Survey Staff responses, 90% of teachers agreed or strongly agreed that school personnel work together as a team compared to the mid year survey from 2020-2021 showing 98% of teachers agreed or strongly agreed that school personnel work together, this reflects an 8 percentage point decrease. This data indicates continuous efforts are needed to promote collaboration among staff.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If we successfully implement the strategy of Creating Mentorship and Partnerships between teachers, the percent of teachers that agree that school personnel work together as a team will increase by five percent on the School Climate Survey.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The mid year Climate Survey will serve as measurement tool for progress in the area of staff collaboration. The data will be used to develop any necessary adjustments needed.

Person responsible for monitoring outcome:

Ana Herrera (anaherrera@dadeschools.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Within the Target Element of Creating Mentorship and Partnerships between Teachers, we will focus on engaging the team and developing others to improve staff collaboration.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Staff collaboration provides the basis for retention and recruitment of teachers. The leadership team will create opportunities for teacher collaboration and team building.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/22-10/14 Provide opportunities for collaboration among grade levels for planning and sharing best practices. Develop schedules that allow for collaborative planning.

Person Responsible Frank Morris (famorris@dadeschools.net)

8/22-10/14 Provide professional developments on site that focus on resources, ideas and expertise.

Person Responsible Iris Garcia (iriscarcia@dadeschools.net)

8/22-10/14 Leadership team will spotlight effective instructional strategies and have grade level share best practices at grade level meetings and/or faculty meetings.

Person Responsible Frank Morris (famorris@dadeschools.net)

8/22-10/14 Strategically partner new and experienced teachers to provide opportunities for high quality support and mentorship. This will ensure that new teachers are provided with the necessary support to develop into accomplished educators and remain in the profession.

Person Responsible Karen Belusic (pr0321@dadeschools.net)

10/31-12/16 Leadership team will continue to highlight best practices seen during classroom walkthroughs. Those practices will be shared with faculty through emails, shout outs, and photos.

Person Responsible Karen Belusic (pr0321@dadeschools.net)

10/31-12/16 Provide teachers release time to observe each other during academic instruction to ascertain how colleagues implement teaching strategies in different ways.

Person Responsible Karen Belusic (pr0321@dadeschools.net)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

According to the 2022 SAT data, 40% of our Kindergarten through 2nd grade students scored below the 50th percentile, based on stanine scores, and are not on track to score on grade level for 2022-2023. By using Ongoing Progress Monitoring, teachers will be able to measure student performance and response to instruction.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

According to the 2022 ELA FSA data, 54% of our students in grades 3 through 5 scored proficiency level 3-5. By using Ongoing Progress Monitoring, teachers will be able to measure student performance and response to instruction.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

If we successfully implement Ongoing Progress Monitoring, the percentage of students in kindergarten through 2nd grade not on track to score on grade level will be reduced by 5% points on the FAST PM3.

Grades 3-5: Measureable Outcome(s)

If we successfully implement Ongoing Progress Monitoring, the percentage of students in 3rd through 5th grade who score on grade level will increase by 5% on the FAST PM3.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

The leadership team will conduct monthly data chats utilizing ongoing progress monitoring data. 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:

Select the person responsible for monitoring this outcome.

Villalba-Belusic, Karen, kbelusic@dadeschools.net

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

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 Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

OPM can be implemented with individual students or an entire class enabling them to achieve targeted goals.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
8/22-10/14 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.	Borges, Josefina, jborges@dadeschools.net
8/22-10/14 Data chats with individual teachers will be conducted upon completion of the FAST PM1 to support small instruction.	Borges, Josefina, jborges@dadeschools.net
8/22-10/14 Academic coaches will model small group instruction with beginning teachers to ensure they are addressing secondary standards and deficient skills based on Ongoing Progress Monitoring data.	Borges, Josefina, jborges@dadeschools.net
8/22-10/14 Reading coach will facilitate the use of ELA resources to further classroom instruction targeting Tier 2 and Tier 3 students.	Borges, Josefina, jborges@dadeschools.net
10/31-12/16 Leadership team will conduct classroom walkthroughs to ensure the use of the Reader Writer Companion resource during instruction.	Belusic, Karen, pr0321@dadeschools.net
10/31-12/16 Continue to conduct data chats with teachers based on bi-weekly assessments to support small group instruction.	

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 school culture and environment.

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