

# Biscayne Gardens Elementary



2014-15 School Improvement Plan

## Biscayne Gardens Elementary

560 NW 151ST ST, Miami, FL 33169

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

### School Demographics

**School Type**

Elementary

**Title I**

Yes

**Free/Reduced Price Lunch**

93%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

98%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	F	D	D	C

### School Board Approval

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

### SIP Authority and Template

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

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 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 Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida’s Differentiated Accountability (DA) system 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### 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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Priority	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

Our mission at Biscayne Gardens Elementary Schools is to provide the essential energy necessary to develop academic skills, habits of mind, and character traits necessary to reach the highest potential of the school community. Biscayne Gardens Elementary School strives to maintain high expectations of excellence for all students, teachers, and through quality instruction, fostering a lifelong love of learning while developing responsible and productive citizens for the twenty-first century.

##### **Provide the school's vision statement**

Our vision for Biscayne Gardens Elementary School consists of a team of students, parents, staff, community leaders and other stakeholders working cooperatively to utilize a high standard of excellence in order to develop each student's unique potential intellectually, physically, and emotionally; provide self-esteem and confidence; prepare our students to be responsible citizens and effective problem solvers; provide a safe learning environment; and increase parental involvement in all facets of their children's development.

#### School Environment

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

The school incorporates the use of the PTSA, 5,000 Role Models, Parent Academy Workshops, and various trainings in numerous content areas and topics, and in collaboration with the Miami-Dade Communities In Schools Program.

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

In order to create a feeling of security before school, the school has morning security and early admittance breakfast programs. During school, security is utilized and school admittance is monitored due to the fact that alternative access doors are locked. In addition, students have the opportunity to meet with a counselor if needed or participate in positive behavior reinforcement programs. After school, a dismissal plan is in place that includes security personnel, along with teacher and administration monitoring students during this time.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

Faculty and Staff Protocols:

1. Teachers document strategies utilized for students.
2. Teachers request specific strategies from the Pre-Referral Intervention Manual from the Assistant Principal (RTi Tier I or Tier II) 4 week monitoring periods.
3. Teachers submit a Request for Assistance to Assistant Principal
4. The school psychologist observes students and provides assistance.
5. A School Support Team meeting is scheduled with the M-Team to develop RTi Tier III interventions.



6. RTi Tier III interventions are monitored and evaluation is considered if the student does not show progress.
7. Referral to proper educational placement through the district.
8. On-going in house Conscious Discipline training for Tier III teachers will ensue.
9. The school will continue implementation of the ICARE Action Plan.

For Students:

1. School-wide rules are enforced and followed.
2. Students are randomly selected for exhibiting model student behavior (Lunch Bunch)
3. School Counselor implements Student Peer Mediation Program.
4. Student participate in Grade Level Expectation assemblies for students and staff.
5. Parents receive an informational letter explaining the Code of Student Conduct to be signed and returned to school for placement in students' cumulative folder.
6. District Core Values and school-wide rules are read on morning announcements with class discussion follow-up.
7. Fifth Grade Boys are offered the 5,000 Role Models of Excellence program.
8. Students can participate in Safety Patrols, Florida Future Educators of America, and Youth Crime Watch programs.
9. Brains & Beauty- girls mentor program for 4th & 5th grade students through Communities In Schools coordinator.
10. Grades 1-5 may participate in the Angry Birds program and receive small-group counseling for anger management and coping skills.
10. Student who repeatedly commit Code of Student Conduct offenses will be placed on the Extra Curricular/Field Trip/School Non-Participation list and be suspended from school-wide responsibilities.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

The school provides: individual counseling, small-group counseling, peer mediation, and academic advisement. In addition, the school collaborates with: Learning for Life, Youth Crime Watch, Miami-Dade Police Department, Parent Academy and Communities In Schools. The Communities in Schools services provide our students with tutoring, mentoring, after-school programs, counseling, family therapy, gang alternatives, grade monitoring, attendance monitoring, health care assistance, and family needs assistance.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	25	5	9	14	12	11	76
One or more suspensions	0	0	0	0	4	0	4
Course failure in ELA or Math	0	15	13	52	19	8	107
Level 1 on statewide assessment	0	0	0	68	44	56	168

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

If students are identified by the early warning system they attend individual or small-group counseling, families are contacted and connected with the guidance counselor for assistance in addressing the root of the issues. Teachers of the identified students are immediately informed of the concerns that are targeted, as well as the contact that is made with the families in order to increase teacher and parent communication.

In addition, students attend data-driven reading intervention classes to assist in gaps which are inhibiting student achievement. Teachers also provide differentiated teacher led center time for students in both reading and math content areas on a daily basis. Furthermore, the students will be offered tutorial services, which include Early Bird, Saturday Academy, and Spring Recess Academy.

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/192472>.

**Description**

A PIP has been uploaded for this school or district - see the link above.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

The school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement by actively pursuing companies that would be interested in partnering with the school. In addition, the school has an ESSAC committee that also recruits support from the community in an effort for them to partner with the school in order to

provide various resources and incentives that may be deemed necessary to increase overall student academic and social success.

## Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### School Leadership Team

#### Membership

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

Name	Title
Riera, Deborah	Principal
Griffith, Meisha	Assistant Principal
Kapcoe, Mary	Instructional Coach
Mclean, Mary	Instructional Coach
Rawls, Sharletta	Instructional Coach
Fleureme, Emane	Guidance Counselor

#### Duties

***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

MTSS/RtI Leadership Team is an extension of the school's Leadership Team, which is strategically integrated in order to support the administration through a process of problem solving of issues and concerns that may 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.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

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), Instructional 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 instructional 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.

#### 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, encourages parents to support their child's education, provides materials, and encourages 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, the life of the school and the Title I 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 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 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 statute, 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 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.

**School Advisory Council (SAC)**

**Membership**

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

Name	Stakeholder Group
Sharletta Rawls	Teacher
Debra Deberry-Royer	Teacher
Jeanne Moscova	Parent
Deborah Riera	Principal
Murielle Saint Jeam	Parent
Sallie Burden	Teacher
Sharon Walker	Education Support Employee
Tameka Ellington	Parent
Marc Merovee	Teacher
Denise Freitas	Teacher

**Duties**

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

*Evaluation of last year's school improvement plan*

The SAC committee reviewed the completed school improvement plan and approved it for submission during the first quorum met meeting.

*Development of this school improvement plan*

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

*Preparation of the school's annual budget and plan*

The SAC committee was included in the preparation of the school's annual budget and reviewed the preliminary budget and plan at a meeting where there was a quorum.

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

The School Advisory Council (SAC) plans to review sections of the School Improvement Plan at each meeting, in order to ensure that the goals are continuously being targeted and met. The members will discuss the purchase of various incentives needed used to increase student achievement (i.e.; certificates, trophies, and AIRS Pep Rally). The committee will also review the use of funds needed to implement after school tutoring.

***Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC***

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

## Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Deberry Royer, Debra	Teacher, K-12
Griffith, Meisha	Assistant Principal
Kapcoe, Mary	Instructional Coach
McClean, Mary	Instructional Coach
Rawls, Sharletta	Instructional Coach
Luke, Ann	Teacher, K-12
Aleman, Himmler	Teacher, K-12
Magluta, Carla	Teacher, ESE
Person, Keisha	Teacher, K-12
Supplice, Denise	Teacher, K-12
Riera, Deborah	Principal

## Duties

### ***Describe how the LLT promotes literacy within the school***

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. The team will also create a literacy goal that will target the desire to increase literacy proficiency and comprehension abilities of the students in the school.

Additionally, the Literacy Team will focus on implementing and promoting the use of the Accelerated Reader program as a school-wide initiative to enhance students' exposure to differentiated literacy experiences along with comprehension, while offering teachers explicit data regarding their students' literacy proficiency. Further, the team will promote the use of the MyOn readers, that students in grades 3-5 have the availability to use on their school provided laptops. MyOn Readers also offers students the opportunity to utilize Accelerated Reader Tests, which helps to improve and increase student comprehension.

## Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

The school's strategy to encourage positive working relationships between teachers is to have organized collaborative planning times which includes both the instructional coaches and teachers across all grade levels. In addition, the instructional coaches are available for assistance and guidance in delivering instruction the classroom, gathering resources and providing professional development as needed.

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

The school's strategies to recruit, develop and retain highly qualified, certified in-field, effective teachers to the school includes the ongoing, continuous meetings with new teachers in order to ensure that these teachers are adjusting well to the school and its environment. In addition, new teacher are partnered with



mentor/veteran teachers. Administration promotes, encourages participation, and provides on-going professional development opportunities through various in-services and workshops. Additionally, administration maintains an open door policy and always involves teachers in educational decisions for the school.

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

Participation in the Miami-Dade MINT Mentor program is facilitated at Biscayne Gardens Elementary. New teachers are matched with MINT Mentor trained teachers to collaborate and assist in the development of teaching skills. Mentee teachers are given time to meet with their mentors and professional development is provided through the district.

Ms. Guerra is in her second year as a teacher and is matched with Ms. Kapcoe, a trained MINT Mentor.

Ms. Lyle is in her second year as a teacher and is matched with Ms. Sutton.

Ms. Cooper is in her first year as a teacher and is matched with Ms. Ustiak.

Ms. Listhrop is in her second year as a teacher and is matched with Ms. Alexandre.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

#### ***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

To ensure the school's instructional programs and materials are aligned to the Florida Standards, the Instructional Coaches facilitate common planning across all grade levels and content areas. During this common planning, Florida Standards based instruction is developed through unwrapping the standard and developing learning targets which addresses the performance assessments needed to show mastery of the specified Florida Standard. In addition, the Curriculum Support Specialist from the District provides information and trainings as needed regarding the Florida Standards and the link to effective instruction. Administration attends common planning and professional development sessions to ensure fidelity to the Florida Standards. Follow-up observations in classrooms is completed by administration and coaches to offer and provide further support where needed.

#### **Instructional Strategies**

#### ***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

The school utilizes district Interim assessments, FAIR-FS, and standards-based performance assessments to differentiate instruction to meet the diverse needs of students. Within the classroom, time is set aside daily to work in teacher-led student groups based on individualized student academic needs. The school also has an extra hour of Reading Interventions/Enrichment which works with students at their achievement level. In addition, students who consistently demonstrate difficulty in attaining proficiency, the school will offer academic counseling and tutoring as needed.

#### ***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy: After School Program**

**Minutes added to school year: 60**

Communities In Schools partners with the school to offer tutoring and academic counseling to students struggling to meet proficiency.

**Strategy Rationale**

Students showing the early warning signs can be addressed in a small-group or individual basis so they are able to attain a new level of understanding which assists them in their overall academic achievement.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Riera, Deborah, pr0361@dadeschools.net

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

Teachers and Communities In Schools Liaisons discuss the student needs and growth in academic areas.

**Strategy: Extended School Day**

**Minutes added to school year: 60**

The extra hour of instruction is focused on Reading Interventions or Enrichment. Students attend Reading classes based on their abilities levels derived from placement assessments completed at the beginning of the 2014-2015 school year.

**Strategy Rationale**

Due to school data, overall the students need more in-depth reading instruction, so this extra hour will be utilized to enhance their understanding of curriculum and fill in foundational skills gaps as needed.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Riera, Deborah, pr0361@dadeschools.net

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

Placement data is available and on-going progress monitoring will occur every 6 weeks to ensure students are growing and allow movement across groups as students needs are further identified.

**Student Transition and Readiness**

### PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

#### ***Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another***

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

#### ***Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations***

N/A

#### ***Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs***

N/A

#### ***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

N/A

#### ***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

N/A

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Increase student achievement by improving core instruction in all content areas.
- G2.** Decrease the number of truant students.
- G3.** Increase the opportunities where students can actively participate in STEM activities to problem solve, explore and discover within various disciplines.
- G4.** See Title I PIP

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1. Increase student achievement by improving core instruction in all content areas.** 1a

G044919

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	61.0
AMO Math - All Students	63.0
FCAT 2.0 Science Proficiency	45.0

**Resources Available to Support the Goal** 2

- Common Planning with Instructional Coaches to organize effective planning.
- Florida Standards Webinars with follow-up support
- iReady, Gizmos, Accelerated Reader, Reflex Math
- McGraw-Hill-Wonders, Saxon, McGraw-Hill Wonderworks
- GoMath

**Targeted Barriers to Achieving the Goal** 3

- There is limited evidence of effective planning and instructional delivery aligned to the Florida Standards.

**Plan to Monitor Progress Toward G1.** 8

Through classroom walkthroughs, leadership team will look for evidence of connection between unwrapped standards and instructional delivery.

**Person Responsible**

Deborah Riera

**Schedule**

Weekly, from 9/22/2014 to 6/8/2015

**Evidence of Completion**

Administrative support logs, Lesson Plans, Student Work (Journals/Assessment), Performance Data

**Plan to Monitor Progress Toward G1.** 8

Review of instructional delivery during walk-throughs.

**Person Responsible**

Deborah Riera

**Schedule**

Weekly, from 9/22/2014 to 6/8/2015

**Evidence of Completion**

Administrative logs and walk-through reviews with coaches. Coaches will show needed teacher support in coaches logs.

**G2. Decrease the number of truant students.** 1a

G047269

**Targets Supported** 1b

Indicator	Annual Target
Attendance rate	98.0

**Resources Available to Support the Goal** 2

- School incentives to motivate attendance.
- Guidance Counselor to monitor and assist.

**Targeted Barriers to Achieving the Goal** 3

- Lack of communication regarding the importance of attendance in school.

**Plan to Monitor Progress Toward G2.** 8

District and school site truancy reports will be monitored throughout the year and utilized to identify and monitor students and families in need of assistance.

**Person Responsible**

Deborah Riera

**Schedule**

On 6/5/2015

**Evidence of Completion**

Students who have been serviced for truancy needs will be monitored for increased attendance and family involvement.

**G3.** Increase the opportunities where students can actively participate in STEM activities to problem solve, explore and discover within various disciplines. 1a

G047270

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	61.0
AMO Math - All Students	63.0
FCAT 2.0 Science Proficiency	45.0

**Resources Available to Support the Goal** 2

- All classrooms have Promethian boards and student computers.
- Grades 3-5 are participating in the JumpStart Connect Initiative and have received laptops for home use.
- Grades 3-5 also have internet hotspot services available for home use through the JumpStart Connect initiative.
- Computer lab time is available for classes.
- Science essential labs
- iReady, Gizmos

**Targeted Barriers to Achieving the Goal** 3

- Support needed to build capacity of STEM content knowledge.

**Plan to Monitor Progress Toward G3.** 8

Through classroom walkthroughs, leadership team will look for evidence of connection between unwrapped standards and instructional delivery.

**Person Responsible**

Deborah Riera

**Schedule**

Weekly, from 9/10/2014 to 5/29/2015

**Evidence of Completion**

Administrative Logs, Lesson Plans, Student Work, Performance Data

**G4. See Title I PIP 1a**

G047271

**Targets Supported 1b**

Indicator	Annual Target
Attendance rate	45.0

**Resources Available to Support the Goal 2**

.

**Targeted Barriers to Achieving the Goal 3**

**Plan to Monitor Progress Toward G4. 8**

Membership rosters and meeting attendance will be monitored on a monthly basis with a reevaluation of next steps if needed.

**Person Responsible**

Deborah Riera

**Schedule**

Monthly, from 9/30/2014 to 6/5/2015

**Evidence of Completion**

The meeting minutes and sign-in sheets will be evaluated with follow-up calls to parents by the chairs of the organizations.

**Plan to Monitor Progress Toward G4. 8**

Follow-up calls/meetings will be completed with parents who attend structured school organization meetings to ascertain their level of comfort and possible next steps for the school in building this parental foundation.

**Person Responsible**

Deborah Riera

**Schedule**

Every 2 Months, from 9/30/2014 to 6/5/2015

**Evidence of Completion**

Chairs of the organizations will have minutes and sign-in sheets to provide the parental focus for calls and information.



## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key


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

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** Increase student achievement by improving core instruction in all content areas. **1**

 G044919

**G1.B1** There is limited evidence of effective planning and instructional delivery aligned to the Florida Standards. **2**

 B110673

**G1.B1.S1** Provide professional development for teachers on effective instruction and Florida Standards.

**4**

 S122118

### Strategy Rationale

Teachers will be able to gain confidence in their understanding of the Florida standards, thus enabling the ability to teach concepts on a deeper, yet focused, level.

### Action Step 1 **5**

Provide in-house professional development on unwrapping the Florida Standards.

#### Person Responsible

Mary Kapcoe

#### Schedule

On 9/30/2014

#### Evidence of Completion

Professional Development attendance roster, Professional Development Follow Up Product (Unwrapped Standard Worksheet), Lesson plans

### Action Step 2 5

Provide professional development on comprehensive lesson planning, purpose driven standard instruction, including learning targets aligned to the standards that scaffold to the highest level of DOK.

**Person Responsible**

Mary Mclean

**Schedule**

On 10/9/2014

**Evidence of Completion**

Professional Development attendance roster, Professional Development Follow Up Product (lesson plans), Performance Tasks Student Assessments

### Action Step 3 5

Identify instructional focus, Daily Learning Targets (DLTs), and essential question.

**Person Responsible**

Deborah Riera

**Schedule**

Weekly, from 9/1/2014 to 6/8/2015

**Evidence of Completion**

Planning notes, lesson plans, student work products.

### Action Step 4 5

Follow-up on the implementation of the Florida Standards and comprehensive lesson planning provided during the professional development.

**Person Responsible**

Deborah Riera

**Schedule**

Weekly, from 9/17/2014 to 6/5/2015

**Evidence of Completion**

Planning notes, lesson plans, and informal observations.

### Action Step 5 5

Implement and monitor an Instructional Frameworks that follows all the components of the Gradual Release of Responsibility Model (GRRM) and the effective use of small group instruction to target students' needs based on developed lesson plans from bell-to-bell.

**Person Responsible**

Sharletta Rawls

**Schedule**

Weekly, from 9/17/2014 to 6/5/2015

**Evidence of Completion**

Lesson plans, DI student folders, Reader response journals

### Action Step 6 5

Conduct coaching cycles and model different components of the instructional framework based on teacher need.

**Person Responsible**

Sharletta Rawls

**Schedule**

Daily, from 9/10/2014 to 6/5/2015

**Evidence of Completion**

Coach and CSS support logs/Calendars, and Coaching cycle protocol forms.

### Action Step 7 5

Work collaboratively during common planning to create lesson plans using backward planning.

**Person Responsible**

Mary Mclean

**Schedule**

Weekly, from 9/17/2014 to 6/5/2015

**Evidence of Completion**

Planning notes, Coach/CSS support logs, lesson plans, student assessments, and reader response journals.

**Action Step 8** 5

Unwrap the standards during common planning to ensure instruction is aligned to the Language Arts Florida Standards.

**Person Responsible**

Mary Kapcoe

**Schedule**

Weekly, from 9/17/2014 to 6/5/2015

**Evidence of Completion**

Planning notes, lesson plans, student assessments, and reader response journals.

**Action Step 9** 5

Employ the effective use of the Language Arts Florida Standards (LAFS) item specifications, ETO planning cards and Webb's DOK, in order to create rigorous lessons.

**Person Responsible**

Mary Kapcoe

**Schedule**

Weekly, from 9/17/2014 to 6/5/2015

**Evidence of Completion**

Planning notes, lesson plans, student assessments, and reader response journals.

**Action Step 10** 5

Plan for and implement modified lessons that utilize accommodations that reflect students ability levels and needs.

**Person Responsible**

Mary Mclean

**Schedule**

Weekly, from 9/10/2014 to 6/5/2015

**Evidence of Completion**

Planning notes, lesson plans, Coach/CSS support logs, coaching cycle protocol forms, student assessments, and response journals.

### Action Step 11 5

Conduct classroom walkthroughs to monitor the effective use of lesson planning and delivery to include all components of the Gradual Release Model with a clear focus aligned to the standard.

#### **Person Responsible**

Deborah Riera

#### **Schedule**

Weekly, from 9/17/2014 to 6/5/2015

#### **Evidence of Completion**

Lesson plans, Observation notes, Student response journals, student assessment, student work folders.

### Action Step 12 5

Debrief with instructional coaches on the implementation of teachers' use of lesson planning and delivery to include all components of the Gradual Release Model with a clear focus aligned to the standard.

#### **Person Responsible**

Meisha Griffith

#### **Schedule**

Weekly, from 9/10/2014 to 6/5/2015

#### **Evidence of Completion**

Leadership Team meeting sign-in sheets, Leadership team meeting debriefing notes, Planning observations, lesson plans.

### Action Step 13 5

Consistently monitor common planning and the implementation of the use of lesson planning and delivery.

#### **Person Responsible**

Meisha Griffith

#### **Schedule**

Weekly, from 9/17/2014 to 6/5/2015

#### **Evidence of Completion**

Planning observations/notetaking, lesson plans, coach logs and calendars.

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

Administrative participation in common planning sessions and reviews of teacher instructional delivery.

**Person Responsible**

Deborah Riera

**Schedule**

Weekly, from 9/23/2014 to 6/8/2015

***Evidence of Completion***

Administrative support logs and walk-through reviews.

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

Through classroom walkthroughs, leadership team will look for evidence of connection between unwrapped standards and instructional delivery.

**Person Responsible**

Mary Kapcoe

**Schedule**

Weekly, from 9/1/2014 to 6/5/2015

***Evidence of Completion***

Lesson Plans, Student Work (Journals/Assessment), Performance Data

**G2. Decrease the number of truant students.** 1

G047269

**G2.B1 Lack of communication regarding the importance of attendance in school.** 2

B118591

**G2.B1.S1** The school will provide family counseling to those students having truancy issues or showing early warning signs for truancy issues. 4

S130393

**Strategy Rationale**

As families become more aware of the importance of school attendance and that it is being monitored, families will work harder to meet attendance requirements.

**Action Step 1** 5

The guidance counselor will contact families with truancy issues and implement family counseling.

**Person Responsible**

Emane Fleureme

**Schedule**

On 6/5/2015

**Evidence of Completion**

The guidance counselor will have truancy reports and sign-in sheets for families who need services.

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

The guidance counselor will keep records of meetings with families and follow-up needs

**Person Responsible**

Emane Fleureme

**Schedule**

Monthly, from 9/30/2014 to 6/5/2015

**Evidence of Completion**

The guidance counselor will keep district truancy reports and align her meetings with the needs given on reports.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7**

Teachers and guidance counselor will monitor the students receiving truancy services for improvement in classroom.

**Person Responsible**

Emane Fleureme

**Schedule**

Monthly, from 9/30/2014 to 6/5/2015


**Evidence of Completion**

The guidance counselor will have anecdotal records of teacher's observations and counseling plan.


**G3.** Increase the opportunities where students can actively participate in STEM activities to problem solve, explore and discover within various disciplines. 1

 G047270

**G3.B1** Support needed to build capacity of STEM content knowledge. 2

 B117697

**G3.B1.S1** STEM connections through the use of technology will be included in developing lesson plans through common planning. 4

 S130335

**Strategy Rationale**

With a focus on STEM connections beginning in the development of weekly lesson plans, the teachers will initiate instruction from a base of STEM incorporation.

**Action Step 1 5**

Teachers will attend common planning with Instructional Coaches to develop STEM inclusive plans

**Person Responsible**

Sharletta Rawls

**Schedule**

Weekly, from 9/17/2014 to 6/5/2015

**Evidence of Completion**

The teachers will complete sign-in sheets.



### Action Step 2 5

Professional development will be completed by school staff in use of iReady.

**Person Responsible**

Sharletta Rawls

**Schedule**

On 10/3/2014

**Evidence of Completion**

Teachers will register for webinar and submit the follow-up activity.

### Action Step 3 5

Professional development will be completed through the Promethean company for use of Promethean boards.

**Person Responsible**

Meisha Griffith

**Schedule**

On 10/22/2014

**Evidence of Completion**

Teachers will sign-in and work with the technology onsite.

### Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Classroom instruction will show evidence of STEM linkage and utilization of technology across topics.

**Person Responsible**

Deborah Riera

**Schedule**

Weekly, from 9/15/2014 to 6/5/2015

**Evidence of Completion**

Lesson Plans, Student Work, Performance Data

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7**

Through classroom walkthroughs, leadership team will look for evidence of connection between STEM content and instructional delivery.

**Person Responsible**

Deborah Riera

**Schedule**

Weekly, from 9/22/2014 to 6/5/2015

**Evidence of Completion**

Common Planning notes and lesson plans

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Provide in-house professional development on unwrapping the Florida Standards.	Kapcoe, Mary	9/30/2014	Professional Development attendance roster, Professional Development Follow Up Product (Unwrapped Standard Worksheet), Lesson plans	9/30/2014 one-time
G3.B1.S1.A1	Teachers will attend common planning with Instructional Coaches to develop STEM inclusive plans	Rawls, Sharletta	9/17/2014	The teachers will complete sign-in sheets.	6/5/2015 weekly
G2.B1.S1.A1	The guidance counselor will contact families with truancy issues and implement family counseling.	Fleureme, Emane	9/22/2014	The guidance counselor will have truancy reports and sign-in sheets for families who need services.	6/5/2015 one-time
G1.B1.S1.A2	Provide professional development on comprehensive lesson planning, purpose driven standard instruction, including learning targets aligned to the standards that scaffold to the highest level of DOK.	Mclean, Mary	10/9/2014	Professional Development attendance roster, Professional Development Follow Up Product (lesson plans), Performance Tasks Student Assessments	10/9/2014 one-time
G3.B1.S1.A2	Professional development will be completed by school staff in use of iReady.	Rawls, Sharletta	10/3/2014	Teachers will register for webinar and submit the follow-up activity.	10/3/2014 one-time
G1.B1.S1.A3	Identify instructional focus, Daily Learning Targets (DLTs), and essential question.	Riera, Deborah	9/1/2014	Planning notes, lesson plans, student work products.	6/8/2015 weekly
G3.B1.S1.A3	Professional development will be completed through the Promethean company for use of Promethean boards.	Griffith, Meisha	10/22/2014	Teachers will sign-in and work with the technology onsite.	10/22/2014 one-time
G1.B1.S1.A4	Follow-up on the implementation of the Florida Standards and comprehensive lesson planning provided during the professional development.	Riera, Deborah	9/17/2014	Planning notes, lesson plans, and informal observations.	6/5/2015 weekly
G1.B1.S1.A5	Implement and monitor an Instructional Frameworks that follows all the components of the Gradual Release of Responsibility Model (GRRM) and the effective use of small group instruction to target students' needs based on	Rawls, Sharletta	9/17/2014	Lesson plans, DI student folders, Reader response journals	6/5/2015 weekly

**Dade - 0361 - Biscayne Gardens Elementary - 2014-15 SIP**  
*Biscayne Gardens Elementary*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	developed lesson plans from bell-to-bell.				
G1.B1.S1.A6	Conduct coaching cycles and model different components of the instructional framework based on teacher need.	Rawls, Sharletta	9/10/2014	Coach and CSS support logs/ Calendars, and Coaching cycle protocol forms.	6/5/2015 daily
G1.B1.S1.A7	Work collaboratively during common planning to create lesson plans using backward planning.	Mclean, Mary	9/17/2014	Planning notes, Coach/CSS support logs, lesson plans, student assessments, and reader response journals.	6/5/2015 weekly
G1.B1.S1.A8	Unwrap the standards during common planning to ensure instruction is aligned to the Language Arts Florida Standards.	Kapcoe, Mary	9/17/2014	Planning notes, lesson plans, student assessments, and reader response journals.	6/5/2015 weekly
G1.B1.S1.A9	Employ the effective use of the Language Arts Florida Standards (LAFS) item specifications, ETO planning cards and Webb's DOK, in order to create rigorous lessons.	Kapcoe, Mary	9/17/2014	Planning notes, lesson plans, student assessments, and reader response journals.	6/5/2015 weekly
G1.B1.S1.A10	Plan for and implement modified lessons that utilize accommodations that reflect students ability levels and needs.	Mclean, Mary	9/10/2014	Planning notes, lesson plans, Coach/ CSS support logs, coaching cycle protocol forms, student assessments, and response journals.	6/5/2015 weekly
G1.B1.S1.A11	Conduct classroom walkthroughs to monitor the effective use of lesson planning and delivery to include all components of the Gradual Release Model with a clear focus aligned to the standard.	Riera, Deborah	9/17/2014	Lesson plans, Observation notes, Student response journals, student assessment, student work folders.	6/5/2015 weekly
G1.B1.S1.A12	Debrief with instructional coaches on the implementation of teachers' use of lesson planning and delivery to include all components of the Gradual Release Model with a clear focus aligned to the standard.	Griffith, Meisha	9/10/2014	Leadership Team meeting sign-in sheets, Leadership team meeting debriefing notes, Planning observations, lesson plans.	6/5/2015 weekly
G1.B1.S1.A13	Consistently monitor common planning and the implementation of the use of lesson planning and delivery.	Griffith, Meisha	9/17/2014	Planning observations/notetaking, lesson plans, coach logs and calendars.	6/5/2015 weekly
G1.MA1	Through classroom walkthroughs, leadership team will look for evidence of connection between unwrapped standards and instructional delivery.	Riera, Deborah	9/22/2014	Administrative support logs, Lesson Plans, Student Work (Journals/ Assessment), Performance Data	6/8/2015 weekly
G1.MA2	Review of instructional delivery during walk-throughs.	Riera, Deborah	9/22/2014	Administrative logs and walk-through reviews with coaches. Coaches will show needed teacher support in coaches logs.	6/8/2015 weekly
G1.B1.S1.MA1	Through classroom walkthroughs, leadership team will look for evidence of connection between unwrapped standards and instructional delivery.	Kapcoe, Mary	9/1/2014	Lesson Plans, Student Work (Journals/ Assessment), Performance Data	6/5/2015 weekly
G1.B1.S1.MA1	Administrative participation in common planning sessions and reviews of teacher instructional delivery.	Riera, Deborah	9/23/2014	Administrative support logs and walk-through reviews.	6/8/2015 weekly
G2.MA1	District and school site truancy reports will be monitored throughout the year and utilized to identify and monitor students and families in need of assistance.	Riera, Deborah	9/22/2014	Students who have been serviced for truancy needs will be monitored for increased attendance and family involvement.	6/5/2015 one-time
G2.B1.S1.MA1	Teachers and guidance counselor will monitor the students receiving truancy services for improvement in classroom.	Fleureme, Emane	9/30/2014	The guidance counselor will have anecdotal records of teacher's observations and counseling plan.	6/5/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.MA1	The guidance counselor will keep records of meetings with families and follow-up needs	Fleureme, Emane	9/30/2014	The guidance counselor will keep district truancy reports and align her meetings with the needs given on reports.	6/5/2015 monthly
G3.MA1	Through classroom walkthroughs, leadership team will look for evidence of connection between unwrapped standards and instructional delivery.	Riera, Deborah	9/10/2014	Administrative Logs, Lesson Plans, Student Work, Performance Data	5/29/2015 weekly
G3.B1.S1.MA1	Through classroom walkthroughs, leadership team will look for evidence of connection between STEM content and instructional delivery.	Riera, Deborah	9/22/2014	Common Planning notes and lesson plans	6/5/2015 weekly
G3.B1.S1.MA1	Classroom instruction will show evidence of STEM linkage and utilization of technology across topics.	Riera, Deborah	9/15/2014	Lesson Plans, Student Work, Performance Data	6/5/2015 weekly
G4.MA1	Membership rosters and meeting attendance will be monitored on a monthly basis with a reevaluation of next steps if needed.	Riera, Deborah	9/30/2014	The meeting minutes and sign-in sheets will be evaluated with follow-up calls to parents by the chairs of the organizations.	6/5/2015 monthly
G4.MA2	Follow-up calls/meetings will be completed with parents who attend structured school organization meetings to ascertain their level of comfort and possible next steps for the school in building this parental foundation.	Riera, Deborah	9/30/2014	Chairs of the organizations will have minutes and sign-in sheets to provide the parental focus for calls and information.	6/5/2015 every-2-months

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

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

**G1.** Increase student achievement by improving core instruction in all content areas.

**G1.B1** There is limited evidence of effective planning and instructional delivery aligned to the Florida Standards.

**G1.B1.S1** Provide professional development for teachers on effective instruction and Florida Standards.

### PD Opportunity 1

Provide in-house professional development on unwrapping the Florida Standards.

#### Facilitator

Coaches and CSS

#### Participants

All teachers

#### Schedule

On 9/30/2014

### PD Opportunity 2

Provide professional development on comprehensive lesson planning, purpose driven standard instruction, including learning targets aligned to the standards that scaffold to the highest level of DOK.

#### Facilitator

Coaches and CSS

#### Participants

All teachers

#### Schedule

On 10/9/2014

### **PD Opportunity 3**

Identify instructional focus, Daily Learning Targets (DLTs), and essential question.

#### **Facilitator**

Coaches and CSS

#### **Participants**

K-5 teachers

#### **Schedule**

Weekly, from 9/1/2014 to 6/8/2015

### **PD Opportunity 4**

Follow-up on the implementation of the Florida Standards and comprehensive lesson planning provided during the professional development.

#### **Facilitator**

Coaches and Administration

#### **Participants**

K-5 Teachers

#### **Schedule**

Weekly, from 9/17/2014 to 6/5/2015

### **PD Opportunity 5**

Implement and monitor an Instructional Frameworks that follows all the components of the Gradual Release of Responsibility Model (GRRM) and the effective use of small group instruction to target students' needs based on developed lesson plans from bell-to-bell.

#### **Facilitator**

Coaches and CSS

#### **Participants**

K-5 Teachers

#### **Schedule**

Weekly, from 9/17/2014 to 6/5/2015

### **PD Opportunity 6**

Conduct coaching cycles and model different components of the instructional framework based on teacher need.

**Facilitator**

Reading Coaches and CSS

**Participants**

K-5 Teachers

**Schedule**

Daily, from 9/10/2014 to 6/5/2015

### **PD Opportunity 7**

Work collaboratively during common planning to create lesson plans using backward planning.

**Facilitator**

Coaches and CSS

**Participants**

K-5 Teachers

**Schedule**

Weekly, from 9/17/2014 to 6/5/2015

### **PD Opportunity 8**

Unwrap the standards during common planning to ensure instruction is aligned to the Language Arts Florida Standards.

**Facilitator**

Reading Coaches and CSS

**Participants**

K-5 Teachers

**Schedule**

Weekly, from 9/17/2014 to 6/5/2015

### **PD Opportunity 9**

Employ the effective use of the Language Arts Florida Standards (LAFS) item specifications, ETO planning cards and Webb's DOK, in order to create rigorous lessons.

#### **Facilitator**

Reading Coaches and CSS

#### **Participants**

K-5 Teachers

#### **Schedule**

Weekly, from 9/17/2014 to 6/5/2015

### **PD Opportunity 10**

Plan for and implement modified lessons that utilize accommodations that reflect students ability levels and needs.

#### **Facilitator**

Coaches and CSS

#### **Participants**

K-5 Teachers

#### **Schedule**

Weekly, from 9/10/2014 to 6/5/2015

### **PD Opportunity 11**

Conduct classroom walkthroughs to monitor the effective use of lesson planning and delivery to include all components of the Gradual Release Model with a clear focus aligned to the standard.

#### **Facilitator**

Administration

#### **Participants**

K-5 Teachers

#### **Schedule**

Weekly, from 9/17/2014 to 6/5/2015



### **PD Opportunity 12**

Debrief with instructional coaches on the implementation of teachers' use of lesson planning and delivery to include all components of the Gradual Release Model with a clear focus aligned to the standard.

#### **Facilitator**

Administration

#### **Participants**

Instructional Coaches

#### **Schedule**

Weekly, from 9/10/2014 to 6/5/2015

### **PD Opportunity 13**

Consistently monitor common planning and the implementation of the use of lesson planning and delivery.

#### **Facilitator**

Administration

#### **Participants**

Instructional Coaches and K-5 Teachers

#### **Schedule**

Weekly, from 9/17/2014 to 6/5/2015

**G3.** Increase the opportunities where students can actively participate in STEM activities to problem solve, explore and discover within various disciplines.

**G3.B1** Support needed to build capacity of STEM content knowledge.

**G3.B1.S1** STEM connections through the use of technology will be included in developing lesson plans through common planning.

**PD Opportunity 1**

Teachers will attend common planning with Instructional Coaches to develop STEM inclusive plans

**Facilitator**

Sharletta Rawls

**Participants**

All K-5 teachers, Special Area teachers, ESE and ELL teachers

**Schedule**

Weekly, from 9/17/2014 to 6/5/2015

**PD Opportunity 2**

Professional development will be completed by school staff in use of iReady.

**Facilitator**

Webinar from iReady

**Participants**

All K-5 teachers

**Schedule**

On 10/3/2014

**PD Opportunity 3**

Professional development will be completed through the Promethean company for use of Promethean boards.

**Facilitator**

Promethean

**Participants**

All K-5 teachers, Special Area teachers, ESE and ELL teachers

**Schedule**

On 10/22/2014

## Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

### **G2.** Decrease the number of truant students.

#### **G2.B1** Lack of communication regarding the importance of attendance in school.

**G2.B1.S1** The school will provide family counseling to those students having truancy issues or showing early warning signs for truancy issues.

#### **PD Opportunity 1**

The guidance counselor will contact families with truancy issues and implement family counseling.

#### **Facilitator**

Emane Fleureme

#### **Participants**

Families with truancy issues.

#### **Schedule**

On 6/5/2015

**Budget Rollup**

<b>Summary</b>	
<b>Description</b>	<b>Total</b>
<b>Goal 1:</b> Increase student achievement by improving core instruction in all content areas.	6,997
<b>Grand Total</b>	<b>6,997</b>

<b>Goal 1: Increase student achievement by improving core instruction in all content areas.</b>		
<b>Description</b>	<b>Source</b>	<b>Total</b>
<b>B1.S1.A1</b> - EESAC funds available pending approval.	School Improvement Funds	6,997
<b>Total Goal 1</b>		<b>6,997</b>