Biscayne Elementary School

2015-16 School Improvement Plan

Biscayne Elementary School

12230 BISCAYNE BLVD, Jacksonville, FL 32218

http://www.duvalschools.org/biscayne

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	64%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	90%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	C	C	C

Preliminary Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Duval County School Board on 12/7/2015.

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.

Table of Contents

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F		**Turnaround Status**
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Biscayne Elementary School exists to develop life long learners by forming and maintaining partnerships with families and the community. We are committed to providing a standards based positive learning environment through differentiated instruction and real life experiences.

Provide the school's vision statement

The vision of Biscayne Elementary is to encourage students to peruse a higher education that will maximize their potential to become productive leaders in a global economy.

School Environment

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

The school learns about students' cultures and builds relationships between teachers and students by reading authentic literature about various cultures throughout the year to include Hispanics, African Americans, Europeans, Native Americans, Chinese, and many more. Through our performing arts department, students perform many dances, songs, and plays that display and help the school learn about various cultures. Additionally, students participate in a Wax Museum project where students portray the lives of people from diverse backgrounds that played an important role in African American history. Our students are involved in many after school activities such as Dance Team, Science Club, Step, and Chorus that help build strong bonds with the students and teachers. Students and teachers also build relationships through our mentoring organizations Young Men that Win. Through mentoring organizations students and teachers work together all year long to improve their academic and social skills.

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

The school creates an environment where students feel safe and respected before, during and after school by:
*Utilizing the District mandated School Safety Plan, that includes the school safety checklist , prevention, intervention, all hazard/crisis response, post crisis recovery, and provisions for assisting and communicating with students and staff, including those with special needs or disabilities;
*Frequently conduct safety-related drills
*Foundations Team review and update school safety plans as needed
*Ensuring District policies that support a safe and caring environment e.g.learning and well-being strategies, anti-bullying policies, and behavior programs
*Anti-bullying strategies and programs that develop social and emotional skills that can help nurture a safe, caring, and connected school environment.
* Encouraging positive student interaction and displaying appropriate behavior, Biscayne Elementary will implement the Hero Positive tracking system to monitor positive targeted behaviors such as; Positive interactions, Biscayne Pride (Wearing Uniform), On-task behavior, Participation and Parent Involvement. Each teacher will receive a login and password for the Hero system and is encourage to reward students with points based on the school targets. Students are rewarded throughout the school year based on the amount of points earned. The PBIS/Hero team meets regularly to tier the incentives and assign point amounts for rewards. Incentives include; items from the treasure chest,

free homework pass, 50 % off concession Fridays, candy, and extended time at recess.
*Encouraging positive, respectful relationships between staff and students. Talk with students. Ensure students know that staff at the school care about them through school based programs such as (TOTS, Young Men That Win, and other extracurricular activities)
*Structuring opportunities for all students to be successful and celebrated at something

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

CHAMPs is the school wide behavioral system in place. The overall goal of the CHAMPs classroom management system is to develop an instructional structure in which students are responsible, motivated, and highly engaged in the specific task at hand. More particularly, the teacher's goal is to teach students directly how to be successful in specific class situations. Students and teachers are trained yearly on the CHAMPs expectations. Additionally, teachers model and teach expectations throughout the year. All disciplinary incidents are handled based on the Duval County Public Schools Code of Conduct. Additionally teachers receive engagement strategy training weekly during our Professional Learning Communities. The Foundations Committees also meets once a month to review discipline issues, plans, and concerns. In addition, teachers will utilize the Biscayne School Wide Behavior Plan. This plan will monitor student daily conduct by promoting proactive strategies in the classroom.

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 ensures the social-emotional needs of all students are being met through:
1. Providing students with multiple opportunities to participate in a wide range of social activities and, at the same time, bond with caring, supportive adults mitigates against negative behaviors . Such opportunities, coupled with a comprehensive guidance program of prevention and intervention, provide students with the experiences, strategies and skills, and the support they need to thrive.
2. Student and staff access to school library and classroom materials which address human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity or expression), or sex may also promote an environment in which social/emotional growth can be nurtured and thrive.
3. Comprehensive response to bullying and cyber bullying include policies and programs that address school climate; Code of Conduct; Internet Safety and Accepted Use Policies, Child Safety Matters; and the analysis of Incident Reports.

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

Early Warning Indicators:
1. Attendance - monthly attendance meetings
2. Suspensions - Biscayne follows the district code of conduct. Discipline actions include teacher and parent conferences, assistant principal and principal conferences, guidance referrals, and detentions.
3. Course failure - Progress Reports, Parent and teacher conferences, and Response to Intervention
4. Level 1 score of statewide assessments - I-Ready data and baseline tests, parent conferences and progress monitoring plans.

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	8	0	0	0	0	0	8
One or more suspensions	0	3	2	1	2	4	12
Course failure in ELA or Math	1	2	2	5	2	0	12
Level 1 on statewide assessment	0	0	0	0	0	0	

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

Indicator	Grade Level K	Total
Students exhibiting two or more indicators	2	2

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

Intervention Strategies:
- Attendance - Parents of students who have 10 or more tardies and 5 or more absences are called to an attendance meeting with the school counselor and school attendance social worker in order to provide parents with support and strategies for getting their student to school on time.
-Suspensions - Biscayne follows the district code of conduct and multiple actions are taken before a student is given a suspension if warranted by the student code of conduct. These actions include, but are not limited to, teacher and parent conferences, assistant principal and principal conferences, guidance referrals, and detentions.
- Course failure - Students are given progress reports every quarter and teacher and parent conferences are held in order to review a student's weaknesses prior to final grades being submitted for the quarter.
- Response to Intervention also provides an early warning indicator to parents that their student is not performing on grade level. Teachers meet monthly to review student progress and discuss the level of intervention necessary for each student. The school counselor and the reading interventionist collaborate every 2 weeks to review tier 3 student progress and determine if more support is necessary or if a student is making adequate growth.
- Level 1 score of statewide assessments - Teachers who believe that a student will score a level 1 based on I-Ready data and baseline tests will have parent conferences and develop a progress monitoring plan to help
ensure student success.

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/201315.

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

Biscayne has partnered with First Timothy Baptist Church to create a mentorship where qualified church members provide tutoring and character development sessions with our students after-school bi-weekly. Through this partnership, we also are able to use the church's fellowship hall to hold formal events such as 5th grade promotional activities. Nimnicht Chevrolet, Gate gas station, BJ's Restaurant, Pizza Hut and Adventure Landing, are all business partners who provide incentives for our students to continue to strive for high academic achievement.

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:

Name	Title
Story, De Shune	Principal

Duties

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

De'Shune Bush, Principal-
Provides a common vision for the use of data-based decision-making, ensures the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.
Patricia Jackson, Assistant Principal
Assists the principal in providing a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation and ensures adequate professional development to support RtI implementation. Provides information about school wide and classroom behavior curriculum and instruction; participates in behavioral data collection; provides professional development Principles of Foundations to faculty and staff; and collaborates with staff to implement behavioral interventions.
Kaitlin Hall, Guidance Counselor/RtI Facilitator
Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; link community agencies to schools and families to support the child's academic, emotional, behavioral, and social success: she provides consultation services to general and special education teachers, parents, and administrators; provides group and individual student interventions; and conducts direct observation of student behavior. Assists in the design and implementation of progress monitoring, collect and analyze data, contribute to the development of intervention plans, implement Tier 3 interventions, and offer professional development and technical assistance.
Kimberly Koger, Reading Coach

Develops, leads, and evaluates language arts content benchmarks/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Katasha Jackman, Math Coach

Develops, leads, and evaluates math content benchmarks/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Jeris Burns, ESE Lead Teacher

Ensures the instructional barriers in the classroom between regular education and special education are being addressed and monitored. Facilitates collaboration among general education teachers and special education teachers to ensure the core and supplemental support meet the needs of every child served. Participates in student data collection, integrates core instructional activities/materials into Tier 2/3 instruction, and collaborates with general education teachers through such activities as co-teaching.

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

Biscayne Elementary's data-based problem-solving process begins by a teacher or staff member identifying a student who is having difficulties academically or behaviorally in class. The teacher then has a meeting with the school counselor and the parent to notify the parent that their child is receiving Tier 2 interventions. The teacher implements strategies and opportunities for the students to show mastery in the Tier 2 level using research based materials. Students would be given assessments on a bi-weekly basis for at least 4 weeks before moving to the next RtI tier. The parent, teacher, reading and/or math interventionists and the school counselor will reconvene after 4 weeks to review progress and determine if the student should stay in Tier 2 or move to Tier 3. The student will be in Tier 3 for at least 6 weeks and receiving interventions and opportunities to show mastery with the interventionist before moving down a level or to an MRT meeting. After 6 weeks, the parent, teacher, interventionists will meet to discuss the students progress where it will be determined whether the student can be placed solely in tier 2, stay in tier 3 for additional time or if the concerns need to be brought to a Multidisciplinary Team Meeting.

The school counselor provides behavior and academic strategy support to teachers by providing classroom guidance, small group and individual counseling. Referrals for individual counseling can be made by any teacher or staff member at the school and small group programs are organized based on attendance, discipline and assessment data.

IDEA-The school will coordinate parental involvement programs and activities where parents of ESE students will receive information about IEPs and services to help their child with individual education plans.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
De'Shune Bush	Principal
Jaunita Franklin	Teacher
Kenneth Stokes	Business/Community
Deborah Lecount	Parent
Patricia Jackson	Education Support Employee
Stephanie Kang	Parent
Kesha Moore	Parent
Paula Blackshear	Parent
Judy Carrol	Parent
Michelle Williams	Parent
Jennifer Whitaker	Parent
Ayesha Randall	Education Support Employee

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 reviews data presented by administration to determine strategies that worked and assist with the development of next steps.

Development of this school improvement plan

After the faculty and staff develop the School Improvement Plan, the SAC team reviews and revises the plan as needed.

Preparation of the school's annual budget and plan

During the spring and fall budget process school administration presents information to the SAC about faculty and staffing changes.

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

$300.00 per grade level to purchase supplemental materials

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:

Name	Title
	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership team initiatives include:
*Encouraging reading by spearheading a school wide kick off; promoting a love for reading
*Planning Literacy Week which includes Literacy Night for students and parents
*End of the Year Reading Celebration for students who meet their reading goals
*Book It campaign through Pizza Hut will be implemented and reinforced throughout the entire school to continue to encourage reading
*I-Ready Incentives
*Participation in Books for Baskets Program
*25 Book Reading Campaign
LLT Members
Ms. Van Doren
Ms. Gershen
Ms. Vega
Ms. Stubbs
Mrs. Nettles
Mrs. Cook
Mrs. Tucker
Mrs. Cook
Mrs. Seals
Mrs. Dean
Ms. Strickland
Mrs. Brill

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

At Biscayne Elementary, we have implemented a schedule where the teachers on each grade level meet twice per week as a Grade Level Professional Learning Community. During this time, the Principal, Assistant Principal, Reading Coach are available to lead professional development, to look at student work, and to assist with lesson planning. There are also content area Professional Learning Communities that meet bi-weekly to review student work and discuss instructional strategies.

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

1. Monthly debriefing sessions are provided to new teachers; Responsible Person(S): PDF ,Mentor Teachers ,Assistant Principal
2. Weekly professional development sessions for all teachers;Responsible Person(S):Principal ,Assistant Principal ,Instructional Coach
3. Regular meetings with the Professional Development Facilitator, Principal and Assistant Principal;Responsible Person(S):Principal ,Assistant Principal , PDF
4. Partnering new teachers with a veteran teacher; Responsible Person(S)PDF ,Assistant Principal

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

The mentor is an experienced, highly competent classroom teacher who demonstrates effective interpersonal communication skills in his or her work with adults. The mentor coaches, supports, and

inspires the novice teacher. The pairing of mentors is based on years of teacher experience, effective classroom practices, showed growth in a specific content areas, as well as the same certificated area. Planned mentoring activities include: assist with a school-based orientation;
• conduct required mentor observation cycles (CET) to include a pre-conference and post-conference using required forms;
• meet with the novice teacher weekly during the first semester, then every two weeks for the remainder of the school year;
• collaboratively complete/update the Accomplished Practices Learning Log as needed;
• assist with development and implementation of the NT IPDP;
• conduct informal classroom visits and provide brief written comments; collaborate with support team to check in with the novice teacher at least every two weeks;
• communicate monthly with PDF;
• attend mentor professional learning sessions (School-based and regional);
• maintain a contact log of meetings with the novice teacher—documenting the topics and recommendations that are discussed (required for Master In-service points); and
• meet with novice teacher to plan goals for upcoming year;
• assist with scheduling novice teacher observations; and
• ensure that the "Changes in Practice" and "Results" sections of the NT IPDP are completed by the teacher and meet quality standard before submitting to the principal for their signature at the end of the year.

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

Biscayne ensures that our core instructional programs and materials are aligned to Florida standards by following the District provided curriculum guides. We ensure fidelity through our weekly professional learning communities, common planning time with subject area coaches and administrative classroom observations.

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

We use data to drive instruction by first having teachers analyze classroom, district, and state assessments and then differentiate instruction by using center rotations and teacher led small groups, Teachers are able to identify standards where students need additional support for mastery. Data is also used to identify students who need Response to Intervention Tier 3 support which is then carried out by instructional interventionist.
In Reading, teachers utilize data from assessments such as; Achieve3000, iReady, Diagnostic Assessment in Reading (DAR), to determine specific needs of students and provide targeted Tier II and Tier III instruction. Math teachers utilize data from iReady Math to determine specific needs and provide targeted instruction.

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: 1,260

After School Tutoring will be provided for students in 3rd - 5th grade for an hour and a half to target students that are in the bottom quartile for reading and math.

Strategy Rationale

Students are provided additional instruction in order to help improve in core subject areas and provide test taking strategies.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Story, De Shune, stroyd@duvalschools.org

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

Students will be given a pre-test at the start of the after-school School Program and then a post test at the conclusion of after-school program.

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

Upon registration parents are given information on the kindergarten expectations as well as the knowledge and skills that their child will obtain during the school year
• During Open House parents will view a PowerPoint which gives information about the transition from Pre-K to Kindergarten.
• Kindergarten Florida Standards are provided to parents during Open House.
• Academic performance expectation lists are provided to parents in first mid-term progress report.
• Within the first month of kindergarten, all first time kindergarten students are administered the FLKRS readiness assessments to determine school readiness, and differentiate instruction.
• Biscayne Elementary transitions rising Developmentally Delayed Pre-K students and Title 1 Pre-K students into kindergarten by providing parents a summer reading list, and by suggesting activities to increase school readiness and academic awareness.

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

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

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

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Biscayne Elementary school will increase overall student proficiency by providing on-going engaging, quality instruction and data driven targeted interventions.

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. Biscayne Elementary school will increase overall student proficiency by providing on-going engaging, quality instruction and data driven targeted interventions. 1a

Targets Supported 1b

🔍 G071731

Indicator	Annual Target
ELA/Reading Gains	70.0
Math Gains	70.0

Resources Available to Support the Goal 2

- District Provided Curriculum Guides for Reading and Math State Reading and Math Rubric 3-5 Grade Item Specifications FL Standards I-Ready program DAR Kits Achieve 3000 Barton intervention program Reading interventionist Reading and Math Coaches Reading and Math District Specialists Professional Learning Communities and Common Planning time Early Release day training Math and Reading Manipulative

-

Targeted Barriers to Achieving the Goal 3

- Teacher lack of knowledge of the new Florida State Standards across both content areas.

- Teachers not continually reviewing data to drive instruction.

- Teachers lack of knowledge implementing best practices.

- Pacing of the curriculum guide, format and alignment to MAFS and LAFS standards.

Plan to Monitor Progress Toward G1. 8

Reading and Math Coaches and Administrators will review interactive journals.
Leadership team will review student assessment data (I-Ready, Achieve3000 and Mid/End Module Assessment) and review student work and performance tasks.

Person Responsible
De Shune Story

Schedule
Weekly, from 8/24/2015 to 5/6/2016

Evidence of Completion
Evidence that will be collected includes data checks and data chats, lesson plan reviews, observations, and data focus walks.

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. Biscayne Elementary school will increase overall student proficiency by providing on-going engaging, quality instruction and data driven targeted interventions. 1

🔑 G071731

G1.B1 Teacher lack of knowledge of the new Florida State Standards across both content areas. 2

🔑 B187009

G1.B1.S1 The academic coaches and administrative team will provide professional development through professional learning communities within the content areas to increase knowledge of the new Florida State Standards and rigor of instruction. 4

🔑 S198430

Strategy Rationale

The rationale is that providing professional development will increase teacher knowledge of the new Florida State Standards in order to provide quality instruction which will then increase student learning gains in the content areas of Reading and Math.

Action Step 1 5

The Administrative team will conduct weekly (formal and informal) instructional focus walks and observations.

Person Responsible

De Shune Story

Schedule

Weekly, from 8/24/2015 to 5/6/2016

Evidence of Completion

Evidence of completion will be documentation of the informal and formal feedback forms.

Action Step 2 `5`

School based content area coaches will co-plan, model and observe lessons across the content areas.

Person Responsible

De Shune Story

Schedule

Monthly, from 8/24/2015 to 5/6/2016

Evidence of Completion

The evidence of Professional development calendar and meeting agendas, as well as observation feedback forms.

Action Step 3 `5`

Person Responsible

Schedule

Evidence of Completion

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

Classroom observations of teacher instruction and frequent analysis of student I-Ready and curriculum guide assessment data will monitor the fidelity of implementation.

Person Responsible

De Shune Story

Schedule

On 5/6/2015

Evidence of Completion

Observation feedback forms, Lesson plans, and Data Notebooks.

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

Classroom and Teacher informal and formal observations will be conducted, lesson plans will be reviewed for alignment with the Florida State Standards and content area coaches will provide feedback using the coaching cycle as needed.

Person Responsible

De Shune Story

Schedule

Weekly, from 9/8/2014 to 5/6/2015

Evidence of Completion

Increase in student achievement evidenced by State, District and School-based assessments.

G1.B2 Teachers not continually reviewing data to drive instruction. `2`

🔧 B187010

G1.B2.S1 Teachers will be trained on how to retrieve, analyze and interpret data in order to drive their instruction. `4`

🔧 S198431

Strategy Rationale

Teachers will then be able to provide differentiation based on data.

Action Step 1 `5`

The teachers will be provided with professional development on how to analyze and interpret test data and implement best practices.

Person Responsible

De Shune Story

Schedule

Weekly, from 8/24/2015 to 5/6/2016

Evidence of Completion

Teacher lesson plans, classroom observations and formal and informal walk through, Professional Development calendar and sign in sheets.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

Fidelity of implementation will be monitored through classroom observations (formal and informal), and updated lesson plans

Person Responsible

De Shune Story

Schedule

Weekly, from 8/24/2015 to 5/6/2016

Evidence of Completion

Teacher feedback forms will be used to demonstrate the implementation of the strategy.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Teachers will meet with the administrative team to review data and feedback forms. Leadership team will meet to review data and teacher effectiveness.

Person Responsible

De Shune Story

Schedule

Weekly, from 8/24/2015 to 5/6/2016

Evidence of Completion

Sign in logs and meeting calendars and Leadership agendas will be evidence of implementation.

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	The Administrative team will conduct weekly (formal and informal) instructional focus walks and observations.	Story, De Shune	8/24/2015	Evidence of completion will be documentation of the informal and formal feedback forms.	5/6/2016 weekly
G1.B2.S1.A1	The teachers will be provided with professional development on how to	Story, De Shune	8/24/2015	Teacher lesson plans, classroom observations and formal and informal	5/6/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	analyze and interpret test data and implement best practices.			walk through, Professional Development calendar and sign in sheets.	
G1.B1.S1.A2	School based content area coaches will co-plan, model and observe lessons across the content areas.	Story, De Shune	8/24/2015	The evidence of Professional development calendar and meeting agendas, as well as observation feedback forms.	5/6/2016 monthly
G1.B1.S1.A3	[no content entered]			one-time	
G1.MA1	Reading and Math Coaches and Administrators will review interactive journals. Leadership team will review student assessment data (I-Ready, Achieve3000 and Mid/End Module Assessment) and review student work and performance tasks.	Story, De Shune	8/24/2015	Evidence that will be collected includes data checks and data chats, lesson plan reviews, observations, and data focus walks.	5/6/2016 weekly
G1.B1.S1.MA1	Classroom and Teacher informal and formal observations will be conducted, lesson plans will be reviewed for alignment with the Florida State Standards and content area coaches will provide feedback using the coaching cycle as needed.	Story, De Shune	9/8/2014	Increase in student achievement evidenced by State, District and School-based assessments.	5/6/2015 weekly
G1.B1.S1.MA1	Classroom observations of teacher instruction and frequent analysis of student I-Ready and curriculum guide assessment data will monitor the fidelity of implementation.	Story, De Shune	9/8/2014	Observation feedback forms, Lesson plans, and Data Notebooks.	5/6/2015 one-time
G1.B2.S1.MA1	Teachers will meet with the administrative team to review data and feedback forms. Leadership team will meet to review data and teacher effectiveness.	Story, De Shune	8/24/2015	Sign in logs and meeting calendars and Leadership agendas will be evidence of implementation.	5/6/2016 weekly
G1.B2.S1.MA1	Fidelity of implementation will be monitored through classroom observations (formal and informal), and updated lesson plans	Story, De Shune	8/24/2015	Teacher feedback forms will be used to demonstrate the implementation of the strategy.	5/6/2016 weekly

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. Biscayne Elementary school will increase overall student proficiency by providing on-going engaging, quality instruction and data driven targeted interventions.

G1.B1 Teacher lack of knowledge of the new Florida State Standards across both content areas.

G1.B1.S1 The academic coaches and administrative team will provide professional development through professional learning communities within the content areas to increase knowledge of the new Florida State Standards and rigor of instruction.

PD Opportunity 1

School based content area coaches will co-plan, model and observe lessons across the content areas.

Facilitator

Content Area Coaches

Participants

K thru 5 classroom teachers

Schedule

Monthly, from 8/24/2015 to 5/6/2016

G1.B2 Teachers not continually reviewing data to drive instruction.

G1.B2.S1 Teachers will be trained on how to retrieve, analyze and interpret data in order to drive their instruction.

PD Opportunity 1

The teachers will be provided with professional development on how to analyze and interpret test data and implement best practices.

Facilitator

Administrative team and Math and Reading Coaches

Participants

K through 5 teachers

Schedule

Weekly, from 8/24/2015 to 5/6/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	The Administrative team will conduct weekly (formal and informal) instructional focus walks and observations.	$0.00
2	G1.B1.S1.A2	School based content area coaches will co-plan, model and observe lessons across the content areas.	$0.00
3	G1.B1.S1.A3		$0.00
4	G1.B2.S1.A1	The teachers will be provided with professional development on how to analyze and interpret test data and implement best practices.	$0.00
		Total:	$0.00