Duval County Public Schools

Biscayne Elementary School

2016-17 Schoolwide Improvement Plan

Biscayne Elementary School

12230 BISCAYNE BLVD, Jacksonville, FL 32218

http://www.duvalschools.org/biscayne

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	90%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	B*	C	C

*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 11/1/2016.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Biscayne Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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.

b. 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

c. 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.

d. 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.

3. Early Warning Systems

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

a. 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.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	8	0	0	0	0	0	0	0	0	0	0	0	0	8
One or more suspensions	0	3	2	1	2	4	0	0	0	0	0	0	0	12
Course failure in ELA or Math	1	2	2	5	2	0	0	0	0	0	0	0	0	12
Level 1 on statewide assessment	0	0	0	0	0	0	0	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													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	17	32	40	41	40	45	0	0	0	0	0	0	0	215

c. 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, early withdraw 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, in class/out time out, restorative justice, in-school suspension 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.
Course failure
K-5
1st -4
2nd-4
3rd- 1
4th -1
5th-0
- 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, achieve3000 and baseline tests will have parent conferences and develop a progress monitoring plan to help ensure student success.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

2. 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. Walmart Supercenter, 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.

C. Effective Leadership

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

1. School Leadership Team

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

Name	Title
Bush, De Shune	Principal
Jackson, Patricia	Assistant Principal
Hall, Kaitlin	School Counselor
Koger, Kimberly	Instructional Coach
Burns-Flemmings, Jeris	Teacher, ESE

b. Duties

1. 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.

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.

2. 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.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
De'Shune Bush	Principal
Deborah Lecount	Parent
Judy Carrol	Parent
Ayesha Randall	Education Support Employee
Marcus Smothers	Parent
Juanita Franklin	Teacher
Timothy Sloan	Business/Community
Linda Newby	Education Support Employee
Kenneth Stokes	Business/Community

b. Duties

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

a. 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.

b. 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.

c. 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.

2. 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

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Jackson, Patricia	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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
*Achieve 3000 Incentives
*25 Book Reading Campaign

LLT Members
Deshune Bush
Patricia Jackson
Kimberly Woodard
Ms.McCorvey
Ms. Wood
Ms. Vega
Ms.Tompkins
Ms. Ellis
Ms. Pittman
Ms. Dean
MS.Campbell
Ms. Seals
Ms. Moore

D. 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).

1. 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.

2. 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

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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.

2. 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
Bush, 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 the after-school program.

2. Student Transition and Readiness

a. 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).

1. 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.

b. College and Career Readiness

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

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

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

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

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"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, 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

🔍 G086431

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	70.0
Math Gains	75.0

Targeted Barriers to Achieving the Goal 3

- Teachers not continually reviewing data to drive instruction

- Teachers lack of knowledge implementing best practices to increase rigor of instruction

- Staying on Pace with the curriculum guide format and alignment of instruction/task to MAFS and LAFS standards.

Resources Available to Help Reduce or Eliminate the Barriers 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 Coach Reading, Math and Science District Specialists Professional Learning Communities and Common Planning time Virtual Early Release Training provided by District Level Personnel Early Release day training Wow Wednesday Professional Development and Common planning time Math and Reading Manipulative

-

Plan to Monitor Progress Toward G1. 8

Reading Coach and Administrators will review interactive journals, and student workbooks. Leadership team will review student assessment data (I-Ready, Achieve 3000, and Mid/End Module Assessment) and review student work and performance tasks.

Person Responsible
De Shune Bush

Schedule
Weekly, from 8/31/2016 to 6/2/2017

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

🔑 G086431

G1.B1 Teachers not continually reviewing data to drive instruction 2

🔑 B229671

G1.B1.S1 Teachers will receive professional development on how to retrieve, analyze and interpret data in order to drive their instruction. 4

🔑 S242326

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 Bush

Schedule

Weekly, from 8/31/2016 to 5/31/2017

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.B1.S1 `6`

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

Person Responsible

De Shune Bush

Schedule

Weekly, from 8/31/2016 to 5/31/2017

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G1.B1.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 Bush

Schedule

Weekly, from 8/31/2016 to 5/31/2017

Evidence of Completion

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

G1.B1.S2 Teachers will meet with instructional coach monthly to conduct data chats and plan/restructure small group instruction based on current data. 4

🔍 S242327

Strategy Rationale

Teacher will consistently monitor student data and make changes in instructional practice on a regular basis.

Action Step 1 5

Person Responsible

Kimberly Koger

Schedule

Monthly, from 10/28/2016 to 5/26/2017

Evidence of Completion

Data chat forms

G1.B2 Teachers lack of knowledge implementing best practices to increase rigor of instruction 2

🔍 B229672

G1.B2.S1 Biscayne Teachers will work through the EQuip student work protocol to discuss alignment of the lesson task and standard. 4

🔍 S242329

Strategy Rationale

Teachers will be able to identify if task are aligned with standards and meet the rigor of the standards based on item specifications and revise lessons, task, and assessments as needed.

Action Step 1 5

Participants will analyze current student work, grade level standards and the EQuip protocol to discuss standard and task alignment.

Person Responsible

De Shune Bush

Schedule

Monthly, from 10/19/2016 to 5/17/2017

Evidence of Completion

Differentiated Lesson plans and small groups specific tasks

G1.B2.S2 During common planning, teachers will plan to use at least one of instructional protocol per lesson to increase student engagement and accountability for learning, 4

🔍 S242330

Strategy Rationale

Teacher will develop a tool kit of best practices to implement in their daily instruction.

Action Step 1 5

School wide Instructional Strategy and professional development will be provided to ensure that all teachers are embedding the instructional strategy in their lessons.

Person Responsible

De Shune Bush

Schedule

Monthly, from 8/31/2016 to 5/31/2017

Evidence of Completion

Walk-through data for Rigor and Coherence

G1.B3 Staying on Pace with the curriculum guide format and alignment of instruction/task to MAFS and LAFS standards. 2

🔑 B229673

> **G1.B3.S1** Weekly meeting with the Leadership team to review the pacing, lesson planning and additional support needed. 4
>
> 🔑 S242331

> ### Strategy Rationale
>
> Leadership will review current guide placement, discuss with teachers the need to stay within the curriculum guide dates.

> **Action Step 1** 5
>
> Administrative Leadership meeting prior to Leadership Team meeting
>
> #### Person Responsible
>
> De Shune Bush
>
> #### Schedule
>
> Weekly, from 8/29/2016 to 5/29/2017
>
> #### *Evidence of Completion*
>
> Agenda and meeting notes

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B2.S1.A1 🔑 A313646	Participants will analyze current student work, grade level standards and the EQuip protocol to...	Bush, De Shune	10/19/2016	Differentiated Lesson plans and small groups specific tasks	5/17/2017 monthly
G1.B1.S2.A1 🔑 A313645	[no content entered]	Koger, Kimberly	10/28/2016	Data chat forms	5/26/2017 monthly
G1.B3.S1.A1 🔑 A313648	Administrative Leadership meeting prior to Leadership Team meeting	Bush, De Shune	8/29/2016	Agenda and meeting notes	5/29/2017 weekly
G1.B1.S1.MA1 🔑 M323829	Teachers will meet with the administrative team to review data and feedback forms. Leadership team...	Bush, De Shune	8/31/2016	Sign in logs and meeting calendars and Leadership agendas will be evidence of implementation.	5/31/2017 weekly
G1.B1.S1.MA1 🔑 M323830	Fidelity of implementation will be monitored through classroom observations (formal and informal),...	Bush, De Shune	8/31/2016	Teacher feedback forms will be used to demonstrate the implementation of the strategy.	5/31/2017 weekly
G1.B1.S1.A1 🔑 A313644	The teachers will be provided with professional development on how to analyze and interpret test...	Bush, De Shune	8/31/2016	Teacher lesson plans, classroom observations and formal and informal walk through, Professional Development calendar and sign in sheets.	5/31/2017 weekly
G1.B2.S2.A1 🔑 A313647	School wide Instructional Strategy and professional development will be provided to ensure that all...	Bush, De Shune	8/31/2016	Walk-through data for Rigor and Coherence	5/31/2017 monthly
G1.MA1 🔑 M323831	Reading Coach and Administrators will review interactive journals, and student workbooks....	Bush, De Shune	8/31/2016	Evidence that will be collected includes data checks and data chats, lesson plan reviews, observations, and data focus walks.	6/2/2017 weekly

V. 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 Teachers not continually reviewing data to drive instruction

G1.B1.S1 Teachers will receive professional development 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 Reading Coach

Participants

K through 5 teachers

Schedule

Weekly, from 8/31/2016 to 5/31/2017

G1.B2 Teachers lack of knowledge implementing best practices to increase rigor of instruction

G1.B2.S1 Biscayne Teachers will work through the EQuip student work protocol to discuss alignment of the lesson task and standard.

PD Opportunity 1

Participants will analyze current student work, grade level standards and the EQuip protocol to discuss standard and task alignment.

Facilitator

Administrative Team and Reading Coach

Participants

All Teachers

Schedule

Monthly, from 10/19/2016 to 5/17/2017

G1.B2.S2 During common planning, teachers will plan to use at least one of instructional protocol per lesson to increase student engagement and accountability for learning,

PD Opportunity 1

School wide Instructional Strategy and professional development will be provided to ensure that all teachers are embedding the instructional strategy in their lessons.

Facilitator

Administrative Team and Reading Coach

Participants

All teachers

Schedule

Monthly, from 8/31/2016 to 5/31/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	The teachers will be provided with professional development on how to analyze and interpret test data and implement best practices.	$0.00
2	G1.B1.S2.A1		$0.00
3	G1.B2.S1.A1	Participants will analyze current student work, grade level standards and the EQuip protocol to discuss standard and task alignment.	$0.00
4	G1.B2.S2.A1	School wide Instructional Strategy and professional development will be provided to ensure that all teachers are embedding the instructional strategy in their lessons.	$0.00
5	G1.B3.S1.A1	Administrative Leadership meeting prior to Leadership Team meeting	$0.00
		Total:	$0.00