Biscayne Elementary School

2019-20 Schoolwide Improvement Plan

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Biscayne Elementary School

12230 BISCAYNE BLVD, Jacksonville, FL 32218

http://www.duvalschools.org/biscayne

Demographics

Principal: Sanaa Mcbride

Start Date for this Principal: 7/9/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students Hispanic Students White Students Economically Disadvantaged Students*
School Grades History	2018-19: A (68%) 2017-18: A (62%) 2016-17: A (66%) 2015-16: B (56%) 2014-15: B (59%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

> * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here]().

School Board Approval

This plan was approved by the Duval County School Board on 10/1/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org.](http://www.floridacims.org)

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 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	92%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	A	A	A	B

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Biscayne Elementary will provide a rewarding learning experience through relevant standard based teaching, data-focused instructional practices, collegial collaboration, and enriching programs while developing strong stakeholder relationships that will nurture curious minds into future visionaries and ensure our students excel in every arena.

Provide the school's vision statement.

To ensure all students develop a fervent desire for learning in an inspiring, engaging, and challenging academic setting.

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Burns-Flemmings, Jeris	Teacher, ESE	ESE Lead Facilitate IEP meetings Monitor ESE/SLA/PI program Liaison with the district for ESE programs
Hamilton, Sanaa	Principal	Lead Faculty and staff in teaching, learning, safety, and operational duties. Responsible for safety, budget, instructional implementation in classrooms, monitor all data, facilitate meetings, and market school.
Jackson, Patricia	Assistant Principal	
Johnson, Keshayla	Instructional Coach	Support teachers in improving instructional practices

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	92	131	121	142	109	118	0	0	0	0	0	0	0	713
Attendance below 90 percent	9	11	6	5	6	6	0	0	0	0	0	0	0	43
One or more suspensions	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	16	42	45	45	40	0	0	0	0	0	0	0	188
Level 1 on statewide assessment	0	0	0	5	23	17	0	0	0	0	0	0	0	45

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	15	30	35	27	16	0	0	0	0	0	0	0	124

The number of students identified as retainees:

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

FTE units allocated to school (total number of teacher units)
42

Date this data was collected or last updated
Wednesday 8/21/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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	11	38	22	30	16	21	0	0	0	0	0	0	0	138
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	**District**	**State**	**School**	**District**	**State**
ELA Achievement	55%	50%	57%	48%	49%	55%
ELA Learning Gains	68%	56%	58%	66%	56%	57%
ELA Lowest 25th Percentile	59%	50%	53%	71%	54%	52%
Math Achievement	75%	62%	63%	72%	62%	61%
Math Learning Gains	87%	63%	62%	84%	63%	61%
Math Lowest 25th Percentile	80%	52%	51%	71%	54%	51%
Science Achievement	55%	48%	53%	53%	50%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	**1**	**2**	**3**	**4**	**5**	
Number of students enrolled	92 (0)	131 (0)	121 (0)	142 (0)	109 (0)	118 (0)	713 (0)
Attendance below 90 percent	9 ()	11 ()	6 ()	5 ()	6 ()	6 ()	43 (0)
One or more suspensions	0 ()	1 (0)	0 (0)	0 (0)	0 (0)	0 (0)	1 (0)
Course failure in ELA or Math	0 ()	16 (0)	42 (0)	45 (0)	45 (0)	40 (0)	188 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	5 (0)	23 (0)	17 (0)	45 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
03	2019	43%	51%	-8%	58%	-15%	
	2018	39%	50%	-11%	57%	-18%	
Same Grade Comparison		4%					
Cohort Comparison							
04	2019	64%	52%	12%	58%	6%	
	2018	47%	49%	-2%	56%	-9%	
Same Grade Comparison		17%					
Cohort Comparison		25%					
05	2019	53%	50%	3%	56%	-3%	
	2018	61%	51%	10%	55%	6%	
Same Grade Comparison		-8%					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	56%	61%	-5%	62%	-6%
	2018	48%	59%	-11%	62%	-14%
Same Grade Comparison		8%				
Cohort Comparison						
04	2019	88%	64%	24%	64%	24%
	2018	59%	60%	-1%	62%	-3%
Same Grade Comparison		29%				
Cohort Comparison		40%				
05	2019	80%	57%	23%	60%	20%
	2018	87%	61%	26%	61%	26%
Same Grade Comparison		-7%				
Cohort Comparison		21%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	55%	49%	6%	53%	2%
	2018	72%	56%	16%	55%	17%
Same Grade Comparison		-17%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	41	50	38	51	69	65	38				
BLK	54	68	57	75	88	83	54				
HSP	73	73		91	91						
WHT	58	54		63	62						
FRL	47	64	62	71	86	78	50				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	30	80	89	54	68	63	50				
BLK	49	67	73	73	85	71	54				
WHT	35	53		60	79		54				
FRL	44	64	70	69	84	74	50				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	68
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	479
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	50
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	

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

Black/African American Students	
Federal Index - Black/African American Students	68
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	82
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

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

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

White Students	
Federal Index - White Students	59
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	65
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Biscayne Elementary' 5th grade students in our ELA class showed a decrease in performance from 61% to 53% a total of 8 proficiency points. Contributing factors include the pacing of the curriculum guide. More time may have been needed to teach and remediate targeted standards. Student assignments were not aligned to address the standard and how it would be assessed.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Biscayne Elementary 5th grade students in our Science class showed the greatest decline from 71% to 55% a total of 16 proficiency points. Contributing factors include the progress monitoring assessments provided by the district. Our students were monitored based on their performance on the quarterly assessments that indicated performance much higher than they performed on the NGSSS testing.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Biscayne Elementary 3rd grade class had the greatest gap when compared to the state average from 58% (State) to 43%(School) a difference of 13 proficiency points. Our 3rd grade students 3 year data trend has shown some improvement in the number of students performing at proficiency. However, additional instructional support is needed in our primary grades K-2, to ensure students performing on or at grade level prior to entering 3rd grade.

Which data component showed the most improvement? What new actions did your school take in this area?

Biscayne Elementary 3rd and 4th grade ELA class showed the most improvement with a combined increase of 21 proficiency points. Progress monitoring of targeted standards, focus calendars, targeted standard lessons and flexible scheduling of students contributed to the increase.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Reflecting on the EWS data the area of the most concern are students with two or more indicators and those that have been retained more than once.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Increase ELA proficiency
2. Increase in Science proficiency
3. Implement relevant, engaging, professional development to increase teacher capacity for delivering engaging standard-based instruction

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Schoolwide ELA Performance
Rationale	Based on the school-wide trending data, Biscayne Elementary has made fluctuated between 40 and 55 percent consistently with moving students to reading proficiency. Student ELA proficiency directly impacts student performance in all subjects, therefore impacting overall student and school success.
State the measurable outcome the school plans to achieve	Biscayne Elementary will increase its ELA proficiency by 5 percentage points, moving from 55% to 60% on the FSA ELA Assessment 2019-2020 school year.
Person responsible for monitoring outcome	Sanaa Hamilton (hamiltons3@duvalschools.org)
Evidence-based Strategy	A Reading Coach position will be used to design, monitor and assess reading achievement progress; provide professional development and coaching for teachers. Materials will be purchased to support students for tutoring. Materials include but are not limited to Performance Coach ELA, Scholastic Subscriptions, etc. School Librarian position will be added to aid in supporting reading by teaching reading standards during media time to support classroom teachers. Instructional Paraprofessionals to pull and push in and support small group reading instruction Tutoring for students after SAI funds are expended. FSA FUN NIGHT Training Camp Ron Clark Academy 2 day Professional Development for 6 teachers, 1 Reading Coach,1 Principal to build capacity for student engagement with standard-based teaching and learning. School-wide book study "Kids Deserve It" to push boundaries and challenge conventional thinking in teaching and learning.
Rationale for Evidence-based Strategy	meeting students within their zone of proximal development during small group instruction, we will be able to identify areas of deficiency and meet the individual needs of all students, ensuring teachers have relevant professional development to engage students in the mastery of the standard, utilizing standard-based materials to support additional learning opportunities, providing engaging, fun experiences to demonstrate learning and show mastery will increase reading proficiency.
Action Step	
Description	1. Implementation of Tier II interventions from Reading Coach, Instructional Paraprofessional through the implementation of research-based interventions 2. Weekly data chats and lesson planning to ensure students are making gains toward

goals of proficiency
3. FSA FUN NIGHT Training Camp

| **Person Responsible** | Sanaa Hamilton (hamiltons3@duvalschools.org) |

#2	
Title	Schoolwide Science Performance
Rationale	Based on 2018 - 2019 state assessment data Biscayne Elementary declined 17 points in proficient students in Science. Successful Science performance is based on reading, comprehension of science content, field experience that supports Science, and project-based assignments.

State the measurable outcome the school plans to achieve	Biscayne Elementary will increase Science percentage points by 5% from 55% to 60% on 2019-2020 state assessment.
Person responsible for monitoring outcome	Sanaa Hamilton (hamiltons3@duvalschools.org)
Evidence-based Strategy	Purchase of standard-based materials to support Science instruction in small groups and tutoring

FCAT Science Camp to remediate standards and engage in projects and hands-on experiments to support learning

Tutoring after SAI funds have been utilized

FSA FUN Night Training Camp

Field Trip experience to the Nutcracker 1st grade students, Field Experience to the Zoo Kdg & 2nd grade,
Field Experience for 3rd and 4th grade Sea World, Field Experience for 5th grade Wild Adventures |
| **Rationale for Evidence-based Strategy** | Utilizing standard-based instruction resources for small group instruction and tutoring, providing hands-on experience and project-based learning, and providing field trip experiences will increase comprehension of science content and increase science proficiency, and providing engaging, fun experiences to demonstrate learning and show mastery will increase reading proficiency. |

Action Step	
Description	1. strategic science small group instruction based on data
2. weekly PLC's and data chats to determine if students are making progress toward proficiency
3. Schoolwide Science Fair all grade levels
Person Responsible	Sanaa Hamilton (hamiltons3@duvalschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Four areas in addition to Reading and Science will be included in Biscayne Elementary schoolwide improvement priorities. Biscayne Elementary math proficiency is 74% our schoolwide goal is to increase proficiency to 90%. In order to achieve a 16% increase in Math proficiency, we will purchase math manipulatives to support the current curriculum, additional math supplemental materials such as math Performance Coach books, and hire a math coach to support teachers in implementing best teaching practices. Our second area of focus will be to increase the use of technology with teachers by purchasing document cameras and Smart Televisions. Document cameras and Smart Tv's increase in student engagement and increase teacher capacity. Our next area of focus is social and emotional education. Biscayne Elementary stakeholders agree that exposing our students to field trips connected to their classroom learning, teaching social and emotional lessons, activities that promote leadership, kindness, self-esteem, and adding a Behavior Interventionist to support social and emotional learning and discipline will all increase the capacity of all students achieving and meeting their goals.

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Biscayne Elementary School will provide opportunities for all parents, families and other community stakeholders to participate in activities throughout the school year. Parents will be invited to attend before/during and afternoon meetings, community building activities such as; Family Fun Night and be provided with pertinent information in a timely manner. Parents/Family and Community Stakeholders will be notified of various activities through several communication tools such as; Flyers, School Messenger, Student Monthly Calendar, Updated Marquee and Social Media platforms. All Parents/Family and Community Stakeholders are welcomed to attend our monthly SAC meetings that are scheduled the second Tuesday of each month.

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

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.

Biscayne Elementary students has access to a Mental Health counselor provided through an initiative with Duval County Public School and Daniel Kids. Students are able to be counseled on an individual basis or through group sessions. A Behavior Interventionist provides serves as a proactive measure through peer-mediation, restorative justice and check-ins for those students that are tier 1 or 2.

Biscayne Elementary school will also ensure the social-emotional needs 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.

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

Biscayne Elementary employs the following strategies to support incoming and outgoing cohort:
*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 firs*t 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.

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 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. 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.

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

Biscayne Elementary school conducts an annual college and career awareness day so that each student has an opportunity to explore different avenues. Our school also partners with several business and community organizations to provide resources to our students.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Schoolwide ELA Performance	$0.00
2	III.A.	Areas of Focus: Schoolwide Science Performance	$0.00
		Total:	**$0.00**