Duval County Public Schools

Biscayne Elementary School

2020-21 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: 7/1/2018

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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 is pending approval by the Duval County School Board.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	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	93%

School Grades History

Year	**2019-20**	**2018-19**	**2017-18**	**2016-17**
Grade	A	A	A	A

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SIP Authority

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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, position title, and job duties/responsibilities 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.
Johnson, Keshayla	Instructional Coach	Support teachers in improving instructional practices
Small, Jameika	School Counselor	
Sampson, Donell		
Delphonse, Apryl	Instructional Coach	

Demographic Information

Principal start date
Sunday 7/1/2018, Sanaa Mcbride

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
3

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
5

Total number of teacher positions allocated to the school
49

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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.	

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	114	137	119	138	105	121	0	0	0	0	0	0	0	734
Attendance below 90 percent	15	10	9	15	13	10	0	0	0	0	0	0	0	72
One or more suspensions	1	1	5	2	1	4	0	0	0	0	0	0	0	14
Course failure in ELA	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in Math	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide ELA assessment	0	0	0	23	10	21	0	0	0	0	0	0	0	54
Level 1 on 2019 statewide Math assessment	0	0	0	20	0	7	7	0	0	0	0	0	0	34

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	10	17	29	32	24	21	0	0	0	0	0	0	0	133

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	7	0	6	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	2	0	3	0	0	0	0	0	0	0	5

Date this data was collected or last updated

Tuesday 6/16/2020

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	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

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	
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

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	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (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.

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%				
Cohort Comparison		6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	56%	61%	-5%	62%	-6%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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%	0
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%	0
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%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
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%	0

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%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	59
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	65
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

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.

No FSA testing to compare because of COVID 19. 2018-2019 FCAT data lowest-performing area was Science. The Science FCAT scores closely aligned with 2018-2019 FSA ELA proficiency scores.

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

No FSA testing to compare because of COVID 19. Science showed the greatest decline in scores. The FCAT Science scores aligned with the FSA ELA proficiency scores.

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.

No FSA testing to compare because of COVID 19. Science has the greatest gap in the state average.

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

No FSA testing to compare because of COVID 19. FSA math showed the greatest improvement in data. We implement strategic, targeted small group instruction support during normal instruction hours and before and after school. We also offered targeted Saturday school for students.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Social and emotional learning is a prime area of concern because of the current situation with Covid 19. This might affect the areas of school attendance and discipline.

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. Increase Math Proficiency
4. Improve School culture and climate through team building and collaboration, provide professional development in Trauma-informed instruction, SEL professional development, equity, and family engagement.
5. Implement social justice lessons, community service projects, and culturally relevant activities.

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Equity & Diversity	
Area of Focus Description and Rationale:	Data from 5 Essentials Survey related to a supportive learning environment for students, specifically in building student-teacher trust.students trusting that teachers care about their academic success. This area affects teachers to push all students toward high academic expectations. The 2018-2019 school year student-teacher trust was at 75% in the 2019-2020 school year it dropped to 53%. This decline affects student performance and students valuing hard work.
Measurable Outcome:	The 2020-2021 5 essential surveys will increase by 15 points from the 2019 - 2020 survey because of evidence-based strategies implemented.
Person responsible for monitoring outcome:	Sanaa Hamilton (hamiltons3@duvalschools.org)
Evidence-based Strategy:	We will conduct two book studies on "Culturally Responsive Teaching & The Brain" and "Live your Excellence". These books provide relevant academic strategies that promote authentic engagement and rigor. These books offer reflections for building the capacity of the teacher to be open, vulnerable, and to establish a classroom culture that promotes excellence and trust. Faculty will take part in culturally relevant professional development at Ron Clark Academy to help support learning in the book study. Faculty and staff will take part in 7 Habits Franklin Covey "Leader In Me" 5 professional development training.
Rationale for Evidence-based Strategy:	Research supports academic book studies and relevant professional development for faculty and staff to improve student-teacher relationships and academics. Franklin Covey "Leader In Me" is a whole-school transformation model and process developed in partnership with educators that empowers students with the leadership and life skills they need to thrive in the 21st century. It is based on principles and practices of personal, interpersonal, and organizational effectiveness, and upon the powerful premise that every child possesses unique strengths and has the ability to be a leader. Leader in Me helps students learn how to become self-reliant, take initiative, plan ahead, set and track goals, do their homework, prioritize their time, manage their emotions, be considerate of others, express their viewpoint persuasively, resolve conflicts, find creative solutions, value differences, and live a balanced life. The process helps students develop the skills and self-confidence they need to lead their lives and succeed in school and beyond.

Action Steps to Implement

Behavior Interventionist will work with teachers during culturally relevant PLC's to develop strategies that will focus on building strong relationships between student and teacher that will foster an environment of trust and respect.

Person Responsible	Donell Sampson (sampsond@duvalschools.org)

Media Specialist will develop culturally relevant standard aligned student activities and projects for students to complete that extend standards taught in the classroom. The media specialist will select culturally relevant books and materials for teachers to use in their classrooms and students to check out to support learning schoolwide. The Media Specialist will implement lessons and learning strategies that will improve students' capacity to mastering all learning standards.

Person Responsible	Sanaa Hamilton (hamiltons3@duvalschools.org)

#2. Leadership specifically relating to Instructional Leadership Team

Area of Focus Description and Rationale:	According to the 5 Essential surveys, faculty and staff rated domain Effective Leadership neutral. After further dissection of 5 Essential data, we could determine that the indicators of teacher-principal trust and teacher influence contributed significantly to the neutral rating. Research states to have an organization that produces maximum production and success, the leadership must create an environment of trust and collaboration. To address the neutral rating and move the rating from neutral to strong we will implement several strategies.
Measurable Outcome:	In 2020-2021 our Effective Leadership rating will increase from 50 to 60 percent. We will accomplish this progress through various professional development and book studies with the instructional leadership team that lead the work. This increase will move the rating from neutral to strong.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Biscayne Elementary Leadership Team will take part in a Leadership retreat with follow up training, the focus will be on building a trusting relationship and the power of vulnerability. A "Dare To Lead" Trainer will conduct this PD.

Biscayne Elementary Leadership Team will take part in three book studies "Cultures Built to Last", "Transforming School Cultures", and "The Pedagogy of Confidence". Each Instructional Team Leaders will have a cohort of teachers they will work with throughout the year on translating the work to the faculty, staff, and students.

Biscayne Elementary Leadership team will give monthly surveys to gather data on implementing learning with faculty and staff. We will use this data to make adjustments in strategies to ensure maximum effectiveness. |
| **Rationale for Evidence-based Strategy:** | All stakeholders at Biscayne Elementary agree that the Principal is the primary Instructional Leader and is essential in communicating the vision, mission, and goals to all stakeholders. Stakeholders also stated the Instructional Leadership team is an extension to the Principal leadership, and it is imperative that they possess the skills to build trusting relationships, foster meaningful collaboration, and monitor the effectiveness of PLC work. |

Action Steps to Implement

Leadership retreat with specific professional development on building relationships and being vulnerable.

Person Responsible	Sanaa Hamilton (hamiltons3@duvalschools.org)

3 book studies on "Cultures Built to Last" systemic PLC that work, Transforming School Culture, and Pedagogy of confidence.

Person Responsible	Sanaa Hamilton (hamiltons3@duvalschools.org)

Monthly surveys to monitor the effectiveness of implementing strategies and adjustments.

Person Responsible	Sanaa Hamilton (hamiltons3@duvalschools.org)

#3. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	According to Standards Walk Through 2019-2020 data, 50% of teachers did not provide students with learning tasks or assessments that aligned with the standards. Research has provided us with sound evidence stating that if student tasks and assessments do not align with standard base instruction, it is impossible to determine mastery of standard and plan for the next steps.
Measurable Outcome:	100% of core content teachers will take part in successful standards base planning around the learning arc for student tasks and assessments. As a result, of standard-based planning around learning arc, 100% of student task and student assessments will align to standards taught and student mastery of standards will increase FSA reading proficiency by 10%, math proficiency by 10%, and Science proficiency by 10%.
Person responsible for monitoring outcome:	Sanaa Hamilton (hamiltons3@duvalschools.org)
Evidence-based Strategy:	Instructional delivery and data from student aligned tasks and assessments. We will use Standards Walk Tool and student data to determine the effectiveness of the strategy. 2020-2021 FSA results to determine an increase in proficiency.
Rationale for Evidence-based Strategy:	This specific strategy will help in ensuring students have access to the student learning tasks and student assessments that will prepare them for FSA assessment, mastery of the standard, and progression in standards.

Action Steps to Implement	

Reading Coach will deliver relevant PD to establish PLC work and common planning work focused on Learning Arc and developing standard aligned student tasks/assignments and assessments to ensure mastery of reading standards. Bi-monthly PLC's, weekly common plannings, weekly 1:1 coaching meetings, weekly coaching support feedback.

Person Responsible	Keshayla Johnson (wootenk@duvalschools.org)

Math Coach will deliver relevant PD to establish PLC work and common planning work focused on Learning Arc and developing standard aligned student tasks/assignments and assessments to ensure mastery of reading standards. Bi-monthly PLC's, weekly common plannings, weekly 1:1 coaching meetings, weekly coaching support feedback.

Person Responsible	Apryl Delphonse (delphonesea@duvalschools.org)

Math interventionists will add to implementing student aligned tasks and assessments to students who are school dependent and receive intensive services from Math Interventions. Math interventionists will track data and provide weekly reports to admin concerning progress with assigned students.

Person Responsible	Sanaa Hamilton (hamiltons3@duvalschools.org)

A meeting was held with all stakeholders present to discuss the current needs of student population to ensure the same level of instruction and student resources are available in the 2020-2021 school year to ensure students master learning standards and exceed state expectations. To ensure this take, place the stakeholders voted on purchasing the Curriculum Associates Reading toolbox and Math toolbox to provide the teachers and students with access to standard aligned tasks and assessments.The stakeholders

voted on professional development opportunities outside of the district that would continue to expose educators to various groundbreaking teaching global teaching strategies.

Person Responsible Sanaa Hamilton (hamiltons3@duvalschools.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

The Instructional Leadership Team will work to implement meaningful PLC to address reading proficiency and science proficiency. We will work together to create and implement standard base instruction and student tasks and assessments aligned to standards. We will monitor and implement PLCs to address the learning to complete this work.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Biscayne Elementary builds a positive school culture and the environment in various ways. Biscayne Elementary stakeholders hold pride in being the stellar choice in education. All faculty and staff take part in professional development once a month with a 3 prong focus. The first prong includes culture and climate professional development, the second prong in instructional strategies and data, and the third prong is faculty and staff celebrations. In the 2019-2020 school year, the "Culture Crew" developed and leadership empowered the team to plan activities for monthly professional development and outside off-campus activities for faculty and staff. In addition, we conduct a school-wide book study on our investment in student success. The school-wide book study gives all stakeholders an opportunity to share, grow, and learn from each other based on unique perspectives and research. We celebrate students daily with "Stellar Shout Outs" for academic excellence, progress, or exemplary display of character. We acknowledge parents and students in Dojo, on our Social Media platforms, and Principal call out every week for being "Stellar". We host a student of the month ceremony and 9-week academic award ceremony to celebrate academic achievement. In addition, we select a parent of the quarter to acknowledge their support. We post data throughout the school to encourage students to keep excelling toward their goal of increasing their scores. The school host parent engagement nights every month to ensure our parents stay informed and involved in their student's academic progress. We work hard at ensuring all stakeholders have a "Stellar experience" at Biscayne Elementary. The culture and environment are vital to the success of the school. We understand the importance of making culture and environment a top priority because it affects student achievement at a high level. In the 2020-2021 school year, our plan is to continue our firm commitment to improving climate

and culture by implementing a house system with 3-5, conducting a school-wide social justice project, and providing trauma-informed professional development for all stakeholders.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity	$0.00
2	III.A.	Areas of Focus: Leadership: Instructional Leadership Team	$0.00
3	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	$0.00
		Total:	$0.00