Biscayne Elementary School

2021-22 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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	[Cassandra Brusca](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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)	**2020-21 Title I School**	**2020-21 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	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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SIP Authority

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 that has a school grade of D or F.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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: 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	Position Title	Job Duties and Responsibilities
Burns-Flemmings, Jeris	Teacher, ESE	ESE LEAD
Delphonse, Apryl	Math Coach	Support Teachers Lead Common Planning Data Drives
Johnson, Keshayla	Reading Coach	Support Teachers Lead Common Planning Data Drives
Thompson, Donneise	Other	Data Drives Support students
Hamilton, Sanaa	Principal	

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.*
7

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.*

7

Total number of teacher positions allocated to the school

32

Total number of students enrolled at the school

724

Identify the number of instructional staff who left the school during the 2020-21 school year.

3

Identify the number of instructional staff who joined the school during the 2021-22 school year.

2

Demographic Data

Early Warning Systems

2021-22

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	121	126	85	142	112	123	0	0	0	0	0	0	0	709
Attendance below 90 percent	3	1	5	27	16	290	0	0	0	0	0	0	0	342
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	1	8	2	6	0	0	0	0	0	0	0	18
Course failure in Math	0	1	1	8	2	4	0	0	0	0	0	0	0	16
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	59	0	0	0	0	0	0	0	59
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	45	0	0	0	0	0	0	0	45
Number of students with a substantial reading deficiency	0	0	0	0	0	43	0	0	0	0	0	0	0	43

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	4	2	8	4	12	0	0	0	0	0	0	0	31

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	1	10	3	6	0	0	0	0	0	0	0	20
Students retained two or more times	0	1	1	2	1	2	0	0	0	0	0	0	0	7

Date this data was collected or last updated

Tuesday 7/27/2021

2020-21 - 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	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

2020-21 - 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	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

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				55%	50%	57%	50%	50%	56%
ELA Learning Gains				68%	56%	58%	64%	51%	55%
ELA Lowest 25th Percentile				59%	50%	53%	62%	46%	48%
Math Achievement				75%	62%	63%	63%	61%	62%
Math Learning Gains				87%	63%	62%	67%	59%	59%
Math Lowest 25th Percentile				80%	52%	51%	54%	48%	47%
Science Achievement				55%	48%	53%	71%	55%	55%

Grade Level Data Review - State Assessments
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	2021					
	2019	43%	51%	-8%	58%	-15%
Cohort Comparison						
04	2021					
	2019	64%	52%	12%	58%	6%
Cohort Comparison		-43%				
05	2021					
	2019	53%	50%	3%	56%	-3%
Cohort Comparison		-64%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	56%	61%	-5%	62%	-6%
Cohort Comparison						
04	2021					
	2019	88%	64%	24%	64%	24%
Cohort Comparison		-56%				
05	2021					
	2019	80%	57%	23%	60%	20%
Cohort Comparison		-88%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	55%	49%	6%	53%	2%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The progress monitoring tool by grade level utilized is District PMA data and iReady data.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	11%	26%	80%
	Economically Disadvantaged	11%	26%	80%
	Students With Disabilities	0%	0%	1%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	9%	12%	59%
	Economically Disadvantaged	9%	12%	59%
	Students With Disabilities	0%	0%	3%
	English Language Learners	0%	0%	0%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	9%	23%	47%
	Economically Disadvantaged	9%	25%	31%
	Students With Disabilities	0%	3%	11%
	English Language Learners	0%	0%	1%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	4%	12%	48%
	Economically Disadvantaged	4%	12%	48%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	11%	19%	42%
	Economically Disadvantaged	11%	19%	42%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	13%	25%	53%
	Economically Disadvantaged	4%	13%	42%
	Students With Disabilities	2%	10%	18%
	English Language Learners	0%	0%	3%

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	2%	12%	41%
	Economically Disadvantaged	2%	12%	34%
	Students With Disabilities	1%	5%	23%
	English Language Learners	1%	1%	3%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	9%	22%	47%
	Economically Disadvantaged	9%	13%	41%
	Students With Disabilities	8%	13%	25%
	English Language Learners	5%	6%	12%

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	12%	20%	47%
	Economically Disadvantaged	12%	20%	47%
	Students With Disabilities	4%	12%	14%
	English Language Learners	3%	3%	8%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	9%	33%	68%
	Economically Disadvantaged	9%	30%	55%
	Students With Disabilities	9%	30%	47%
	English Language Learners	1%	1%	1%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	3%	25%	43%
	Economically Disadvantaged	3%	25%	43%
	Students With Disabilities	0%	12%	18%
	English Language Learners	0%	5%	9%

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	26	40		41	80		44				
BLK	38	56	67	59	76	67	45				
WHT	42			37							
FRL	32	56	71	53	76	73	45				
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	420
Total Components for the Federal Index	7
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	46
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 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	58
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	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
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	40
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	58
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Tren that continues to emerge is the gap in foundational reading skills. Lack of foundational reading skills affects every content area.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The greatest need for improvement is reading and science content areas based on 2019 data.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing factor is the lack of students who are proficient in reading. The new actions that would need to be taken to address the need for improvement are to focus on building reading skills and reading strategies so that students are able to access the text.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The math showed the most improvement based on progress monitoring and 2019 state assessments.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Specific focus on Lowest performing quartile students.

What strategies will need to be implemented in order to accelerate learning?

Additional human capital

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Going deeper with standard-based instruction
Student engagement stratigies
Strategies for reading fluency and comprehension

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Year-round tutoring and Saturday school

Part III: Planning for Improvement

Areas of Focus:

#1. Leadership specifically relating to Instructional Leadership Team	
Area of Focus Description and Rationale:	According to 5 Essential surveys, faculty and staff rated the domain Effective Leadership neutral. The SIP Leadership Team, SAC, and PTA met to analyze the results of the 5 Essentials survey. All stakeholders determined that the indicators Teacher-Principal trust 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 collbration. To address the neutral rating and move rating from neutral to strong we will implement several strategies, participate in professional development and training that will aid in training the Biscayne Elementary Leadership team in developing an environment of trust.
Measurable Outcome:	In 2021-2022 our Effective Leadership rating will increase from 48 to 60 percent. We will accomplish the progress through various professional developments, out-of-state training, and book studies with the Leadership team. The increase will move the rating from neutral to strong.
Monitoring:	Monthly surveys, reflection journals, implementations of strategies, and home learning assignments from training and professional development.
Person responsible for monitoring outcome:	Sanaa Hamilton (hamiltons3@duvalschools.org)
Evidence-based Strategy:	Biscayne Elementary Leadership Team will take part in several sessions with a "Dare to Lead" Trainer will provide training that will focus on building on trusting relationships, empathy, resilience, and daring leadership stratigies that sustain a strong culture. Principal and Assistant Principal will participate in Administration Conference at Ron Clark Academy that focuses on providing innovative, cutting edge strategies that specifically target leaders of schools with tools to build trusting relationships and a dynamic school culture that impact student achievement in a positive way. Biscayne Elementary Leadership Team will take part in a book study "The Speed of Trust", "Cultures Built to Last", and the "Pedagogy of Confidence". Each instructional Team Leader will have a cohort of teachers they will work with throughout the year on translating the work o the faculty, staff, and students.
Rationale for Evidence-based Strategy:	All stakeholders at Biscayne Elementary Leadership Academy 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

Dare to Lead workshops with specific training on building trusting relationships, empathy, and sustaining culture.

Person Responsible	Sanaa Hamilton (hamiltons3@duvalschools.org)

Leadership book studies on building trust and culture

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)

#2. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale:	Data from the 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. Social-emotional learning is a key factor in ensuring that students trust their teacher and their learning environment. This area affects teachers to push all students toward high academic expectations. 2019-2022 our data was at 53% in 2020-2021 we showed an increase back to 70 %, however, our goal is to move this area to be very strong which requires 85% or higher.
Measurable Outcome:	Our 2021-2022 % Essential Survey will increase by 15 points from the 2020-2021 survey because of evidence-based strategies implemented.
Monitoring:	This area will be measured through classroom walkthroughs, quarterly surveys, reflective journal entries.
Person responsible for monitoring outcome:	Sanaa Hamilton (hamiltons3@duvalschools.org)
Evidence-based Strategy:	Teachers and Leadership will take place in RCA Club Professional Development at Ron Clark Academy to help support learning and rigor and engagement teaching strategies to be implemented in the classroom. Faculty and staff will take part in Franklin Covey's "Leader in Me" professional development training. Academic Research supports academic book studies and relevant professional development for faculty and staff to improve student-teacher relationships and academics.
Rationale for Evidence-based Strategy:	Franklin Covey's "Leader In Me" is a whole-school transformation model and process developed in partnership with educators that empower 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 confidence they need to lead their lives and succeed in school and beyond.

Action Steps to Implement

The instructional paraprofessional will work with teachers and students on implementing culturally relevant strategies and the "Leader in Me" process. This will give the classroom additional support in ensuring 7 habits of leadership and CRT strategies are taught, implemented, and celebrated.

Person Responsible	Sanaa Hamilton (hamiltons3@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 strategies that will improve students' capacity to mastering all learning standrards.

Person Responsible	[no one identified]

#3. Instructional Practice specifically relating to Professional Learning Communities	
Area of Focus Description and Rationale:	This year Biscayne Elementary will focus on strengthing teacher collaborative practices. Our 5 Essential survey data identified Collaborative Practices as a neutral area. In 2020 our rating was 38 and we were able to show improvement from weak to neutral. In 2021-2022 we will continue the work of supporting teachers in sustaining PLC and improving instructional practices. We will move from 50 to 60 which will earn a rating of strong.
Measurable Outcome:	In the 2021-2022 school year Biscayne Elementary will increase Collaborative Practices for teachers from 50 neutral on the 5 Essentials Survey to 60 strong on 5 Essentials survey.
Monitoring:	This will be monitored by the Instructional Leadership team through Professional Learning Communities, classroom walkthroughs, standard walkthroughs, data chats, professional development, and reflection journals.
Person responsible for monitoring outcome:	Keshayla Johnson (wootenk@duvalschools.org)
Evidence-based Strategy:	Reading Coach, Math Coach, and Math Interventionist will lead Professional Learning Community for teachers that focus on improving instructional practices for all students. PLC's will include unpacking standards, building learning arcs, data chats, culturally relevant teaching strategies, and out-of-state professional development.
Rationale for Evidence-based Strategy:	Research states strong Professional Learning Communites provide a space for teachers to grow in their craft. Teachers who participate in strong, thriving PLC's translate their learning and practices to their students. This focus on developing strong PLC's will address teacher collaborative practices that will increase student achievement.
Action Steps to Implement	

No action steps were entered for this area of focus

#4. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Based on 2021-22 data, ELA was identified as a critical need. Students at our school need support with learning the foundational skills of how to read and also understanding the content they are reading. As an Area of Focus, student success in ELA progress will also increase student achievement in other subject areas. o The percentage of students in grades 3-5, below Level 3 on the 2021 statewide, standardized English Language Arts assessment are as follows: 3rd grade is 58%, 4th grade is 73%, and 5th grade is 58%. o The percentage of students in kindergarten through grade 3, based on 2020-2021 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized grade 3 English Language Arts assessment is as follows: 1st - 80% and 2nd - 73%
Measurable Outcome:	K-5 data: *Increase percentage of K-2 students scoring "At Grade Level" or above by 3-4 percentage points. Decrease number of "Below Grade Level" students by 3-4 percentage points. *Increase percentage of 3 -5 grade students scoring Level 3 on the 2022 statewide, standardized English Language Arts assessment by 3-4 percentage points. Decrease number of "Below Grade Level" students by 3-4 percentage points.
Monitoring:	Our school leadership team, district content specialist support, and Supplemental Instructional APs will review ELA data from district assessments.
Person responsible for monitoring outcome:	Sanaa Hamilton (hamiltons3@duvalschools.org)
Evidence-based Strategy:	Data Driven Lesson Planning: Understanding where students are with mastery of standards, using data from informal and formal assessments, planning clear objectives, implementation, and checking for understanding when lesson planning. Small Group/Differentiated Instruction: Based on data, breaking groups of students into smaller groups to ensure Tier II support is given. Not all students are on the same level, but all standards must be mastered. Small group instruction will allow teachers to meet students at their level to support their needs. Progress Monitoring: Ensuring whole group lessons, interventions, and assessments are done with fidelity. Checking effectiveness from student data.

	Instructional Reviews with Action Plans: Collecting data from classrooms in real time and providing immediate and clear feedback for teachers and school leadership teams to work together to ensure effectiveness.
	Data-driven Lesson Planning: Effective lesson planning requires teachers to determine three essential components such as the objective, the implementation, and a reflection. https://www.ascd.org/el/articles/howto-plan-effective-lessons
	Small Group/Differentiated Instruction: Small group instruction is the key to data-driven results and is the gateway to meeting the needs of all learners. https://www.ascd.org/el/articles/turn-small-reading-groups-intobig-wins
Rationale for Evidence-based Strategy:	Progress Monitoring: Student progress monitoring helps teachers evaluate how effective their instruction is, either for individual students or for the entire class. https://www.ascd.org/el/articles/how-student-progressmonitoring-improves-instruction
	Instructional Reviews with Action Plans: The implementation review is a plan designed to 1) recognize accomplishments, 2) track actions, 3) measure implementation impact, 4) evaluate the plan, 5) determine next steps. It may be used by the school alone or with the assistance of the support lead. https://institutionalresearch.syr.edu/what-we-do/student-ratings/creating-an-action-plan/action-plan-teachingstrategies/

Action Steps to Implement

Ensure teachers are equipped and comfortable with all four strategies listed above. Professional Development
during Early Release Days and Common Planning will be essential for Leadership to support teachers. Based
on observational data and teacher feedback, PD topics will be set before each Early Release and Common
Planning.

Person Responsible   Sanaa Hamilton (hamiltons3@duvalschools.org)

During Common Planning and individual teacher data chats, specific data pertaining to ELA reading and student success will be discussed and analyzed to ensure we are monitoring progress.

Person Responsible   Sanaa Hamilton (hamiltons3@duvalschools.org)

Give immediate feedback on any observations/walkthroughs conducted by state support, school leadership,
district content specialists, and district leadership.

Person Responsible   Sanaa Hamilton (hamiltons3@duvalschools.org)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Biscayne Elementary discipline data has declined significantly. In the 2020-2021 school year Biscayne Elementary student referrals were at 1%. In 2021-2022 we will implement restorative practices, a calm classroom, and a Leader In Me process with a focus on 7 Habits. We will purchase workbooks to support our & habits program to help students build leadership skills. We will implement a Student Leader of the month program that will highlight students who exhibit the 7 habits in their daily interactions every day at school. Students will lead calm classroom lessons, student incentives will be provided to support the success of implementation. To support our standard-based instruction students will receive additional tutoring outside of classroom standard-based instruction through before/ after school tutoring and Saturday school. We will purchase classroom supplies to help support standard-based whole group and small group instruction In addition, students will have access to IXL and I READY blended learning programs that will supplement standard-based instruction in the classroom.

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.

Positive school culture and environment reflect 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 is 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 universsties, social services, and business partners.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

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.
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 is instructional strategies and data, and the third prong is faculty and staff celebrations. in the 2021-2022 school year, the Culture Crew Action Team will develop and lead monthly activities on campus and off-campus. In addition, we conduct school-wide book studies 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 student in DOJO, on our Social Media platforms, and Principal call out every week of being "Stellar". We host a student of the month ceremony and a 9-week academic award ceremony to celebrate academic achievement. 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 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 2021-2022 school year, our plan is to continue our firm commitment to improving climate, culture, and academics.

Part V: Budget

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

1	III.A.	Areas of Focus: Leadership: Instructional Leadership Team	$0.00
2	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	$0.00
3	III.A.	Areas of Focus: Instructional Practice: Professional Learning Communities	$0.00
4	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
		Total:	**$0.00**