Biscayne Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Biscayne Elementary School

12230 BISCAYNE BLVD, Jacksonville, FL 32218

http://www.duvalschools.org/biscayne

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Hamilton, Sanaa	Principal	
Thompson, Donneise	Math Coach	
Delphonse, Apryl	Instructional Coach	

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

SIP Development plans are conducted to share school data, school targets, and school initiatives to address areas of growth for current school year. SAC, PTA, and community are invited to share in the process and offer feedback and suggestions for support to reach school targets.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be reviewed several times in the school year to insure that effective implementation of strategic strategies are being implemented to address areas of growth for for state's academic standards and close the achievement gap. The first review will take place in October looking at various data sets to ensure personnel and resources are trending toward growth in academic areas. The second review will occur in January and the 3rd review will occur in late March.

Demographic Data Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	93%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

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

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Absent 10% or more days	3	10	6	2	3	4	0	0	0	28
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	5	1	0	0	0	0	6
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	41	37	0	0	0	78
Level 1 on statewide Math assessment	0	0	0	0	40	21	0	0	0	61
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Students with two or more indicators	0	0	0	0	20	14	0	0	0	34

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	**District**	**State**	**School**	**District**	**State**	**School**	**District**	**State**
ELA Achievement*	42	48	53	39	50	56	38		
ELA Learning Gains				48			56		
ELA Lowest 25th Percentile				47			70		
Math Achievement*	66	58	59	63	48	50	58		
Math Learning Gains				70			77		
Math Lowest 25th Percentile				62			74		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	35	52	54	42	59	59	47		
Social Studies Achievement*					63	64			
Middle School Acceleration					53	52			
Graduation Rate					46	50			
College and Career Acceleration						80			
ELP Progress		54	59						

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	185
Total Components for the Federal Index	4
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	371
Total Components for the Federal Index	7
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
2022-23 ESSA SUBGROUP DATA SUMMARY				
SWD	26	Yes	2	1
ELL				
AMI				
ASN				
BLK	46			
HSP	67			
MUL				
PAC				
WHT	42			
FRL	40	Yes	1	

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
2021-22 ESSA SUBGROUP DATA SUMMARY				
SWD	38	Yes	1	
ELL				
AMI				
ASN				
BLK	53			
HSP	60			
MUL				
PAC				
WHT	52			
FRL	52			

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	42			66			35					
SWD	29			35			9				4	
ELL												
AMI												
ASN												
BLK	42			68			33				4	
HSP	50			83							2	
MUL												
PAC												
WHT	35			48							2	
FRL	36			62			28				4	

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	39	48	47	63	70	62	42					
SWD	30	37	30	37	56	52	21					
ELL												
AMI												
ASN												
BLK	38	46	45	65	71	66	43					
HSP	50			70								
MUL												
PAC												
WHT	52	55		44	55							
FRL	35	47	52	60	65	62	41					

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	38	56	70	58	77	74	47					
SWD	26	40		41	80		44					
ELL												

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN												
BLK	38	56	67	59	76	67	45					
HSP												
MUL												
PAC												
WHT	42			37								
FRL	32	56	71	53	76	73	45					

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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
05	2023 - Spring	44%	47%	-3%	54%	-10%
04	2023 - Spring	49%	50%	-1%	58%	-9%
03	2023 - Spring	37%	46%	-9%	50%	-13%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	60%	59%	1%	59%	1%
04	2023 - Spring	75%	58%	17%	61%	14%
05	2023 - Spring	73%	52%	21%	55%	18%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	32%	48%	-16%	51%	-19%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

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

The lowest performing data point was 5th grade Science achievement. There were several contributing factors that led to low performance in 2022-2023 school year. One contributing factor that led to 2022-2023 Science proficiency being low is that incoming 5th graders were below 40% in reading proficiency. ELA and VE teacher vacancy also contributed to low science scores.

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

5th grade Science showed the greatest decline from the prior year. The lowest performing data point was 5th grade Science achievement. There were several contributing factors that led to low performance in 2022-2023 school year. One contributing factor that led to 2022-2023 Science proficiency being low is that incoming 5th graders were below 40% in reading proficiency. ELA and VE teacher vacancy also contributed to low science 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.

5th grade Science showed the greatest decline from the prior year. The lowest performing data point was 5th grade Science achievement. There were several contributing factors that led to low performance in 2022-2023 school year. One contributing factor that led to 2022-2023 Science proficiency being low is that incoming 5th graders were below 40% in reading proficiency. ELA and VE teacher vacancy also contributed to low science scores.

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

The data component that showed the most improvement was math. Actions that contributed to improvement included math tutoring, targeting students based on data, additional resources that supported areas of growth. Math Interventionist and Math Coach targeted tutoring push in and pull out tutoring groups.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Areas of concern is 4th grade ELA because of the 57% of students that are below level 3 in ELA entering into the 3rd grade.

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

Focus Area 1 ELA Proficiency (with an intentional focus on 3rd grade ELA)
Strategies
1. Dedicated Reading Interventionist for 3rd grade working with targeted students in small groups based on data. Reading Interventionist will meet with admin weekly to share data, plan, and resources utilized.
2. Resource teachers during their planning will push in 3rd grade classrooms conduct small group instruction/tutoring.
3. 3 veteran teachers in 3rd grade ELA and two of the teachers with highest proficiency rate in 2nd grade

ELA are looping with their students.
4. Data driven Focus calendars implemented after the first set of baselines data.
5. Intentional data focused tutoring will begin on September 4 times a week rotate morning and after school tutoring.
6. Monthly Admin/Teacher data chats/9-week data chats teacher /student and parent/student
7. Leadership Team Lunch Bunch with targeted students

Focus Area 2 ELA LPQ
Strategies
1. Reading Interventionist assigned to 4th grade will conduct push in or pull-out groups with LPQ students. Reading Interventionist assigned to 5th will push in or pull-out groups with LPQ students.
2. Both Reading Interventionist will meet with admin weekly to share data an provide update on students' progress.
3. LPQ students support will begin in September
4. Leadership Team with Lunch bunch with LPQ students
5. Monthly parent meetings with LPQ students
6. Tutoring will begin in September for LPQ students

Focus Area 3 Science Proficiency
Strategies
1.Professional Development with Science Department and Science Specialist
2. Request for new Science Specialist to plan, model, feedback with teachers
3.Weekly Common Planning with Admin include data chats (Penda,
Vocab, and biweekly PM assessments)
4. Focus calendar will embed Nature of Science the entire year heavily tested standard
5.Admin push in and pull-out small group
6. Admin Lunch Bunch Test taking strategies and vocabulary
7. Teachers will visit two teachers in region with high proficiency in Region II. Partner with Ruth Upson to plan, learning walks.
8. Schoolwide vocabulary campaign with a heavy focus on science content words.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

After reviewing 2022-2023 achievement data 5th grade Science is identified as an area of focus for 2023-2024 school year because of the significant decline in student proficiency. Another data noticing is that 5th grade Science has had a continuous decline since the pandemic. Focusing on Science will provide the resources and support needed to increase student achievement.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

5th grade Science proficiency State assessment data will increase from 35% to 50% by June 2023.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored bi-weekly and quarterly through various forms of data. The data will include benchmark assessments, PENDA benchmark quiz, Teacher created Science Vocabulary assessment, and the State FAST assessments.
Monitor and triangulating the data pieces will provide a clear picture of the mastery of benchmarks.

Person responsible for monitoring outcome:

Sanaa Hamilton (hamiltons3@duvalschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Some evidence-based strategies that will be used are the following differentiated small group instruction, monthly data chats, implementing aligned investigations, building reading stamina through our drop everything and read designated time, and implementation of vocabulary acquisition initiative.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The specific strategies selected were identified through relevant research that supported things that are in place. The strategies chosen will help students develop their reading and science skills and content.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#2. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

After reviewing 5 essentials data the leadership team identified teacher efficacy and social and emotional wellness as and area to focus on for 2023-2024. Research and various studies have identified that educators are overwhelmed, leaving the profession, lack of commitment, and not healthy physically or mentally. Focusing on this area for educators at Biscayne Elementary will help teacher in sustaining there professional career and feeling complete, fulfilled, and motivated in their current work environment. As a Leader In Me school we will focus on the 7 habits for highly effective adults. The habits focus on the well being of the individual which in turn will produce a healthy adult to contribute to a healthy positive culture and climate for students.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

5 essentials data will show an increase of 70% of more employees showing growth positive outlook in teacher efficacy and school commitment.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Each employee will participate in quarterly surveys that will specifically target questions that address the educator level of satisfaction with life and work. Adjustments will be made based off responses.

Person responsible for monitoring outcome:

Sanaa Hamilton (hamiltons3@duvalschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Each employee will be partnered with an accountability/buddy in work environment to share and build synergy among staff. Staff will participate in professional development to help with coping skills and living balance lives. Leadership team and selected teacher will travel to participate in Leader In Me Professional Development to bring back strategies to help with supporting staff and students for healthy well being and academic .improvement,

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The evidence based interventions will help improve the educators and the students well being because when adults are mentally and emotionally grounded they are able to implement and support student learning and achievement at a high level. These strategies will also help create a positive culture and climate among all stakeholders.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

ELA FAST PM 3 2022-2023 data showed a 8 point gain in overall proficiency. ELA data is trending up and we want to ensure that the momentum continues to trend up for all students in 2023-2024.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

In 2023-2024 ELA FAST proficiency data will increase from 46% to 56% by June 2024. ELA lowest performing quartile students will increase from 47% in 2021-2022 data to 67% in 2023-2024.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored bi-weekly and quarterly through various forms of data. The data will include benchmark assessments, Freckle, Star Assessment, and the STATE FASST assessment. Monitor and triangulating the data pieces will provide a clear picture of the mastery of benchmarks.

Person responsible for monitoring outcome:

Sanaa Hamilton (hamiltons3@duvalschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Reading interventionist and Reading Coach supporting classroom instruction, targeted small group instruction, data chats, and tutoring.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The specific strategies selected were identified through relevant research that supported things that are in place. The strategies chosen will help students develop their reading skills.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The two reading interventionists will push in the classroom and work with small groups of identified students. Additional part-time tutors and Instructional paraprofessionals will assist with small groups and one on one tutoring. Accelerated Reader will be utilized schoolwide to increase reading proficiency and encourage a love for reading. Activ Interactive floors will be used during center time to engage students with multisensory learning games to increase engagement and learning literacy. Interactive podiums will be used to ensure mastery of benchmarks and provide teachers and students flexibility in the classroom to engage in learning and literacy strategies. The teachers will receive professional development and coaching from Fraklin Covey and Dare To Lead trainers on maximizing engaging instruction. Teachers will receive PD on igniting and inviting and instructing student leaders. Educators will use resources and

supplies to create literacy that supports B.E.S.T. standards. center activities The leadership team will strategically select nurturing groups based on data and work with students weekly to improve data. Penda blended learning will be used by students to aid students in support of nonfiction comprehension. Students will participate in two field trips as an extension to the core curriculum lessons in Benchmark Advance. These Field Trips will allow students to make a connection to their learning in the classroom.
1. Dedicated Reading Interventionist for 3rd grade working with targeted students in small groups based on data. Reading Interventionist will meet with admin weekly to share data, plan, and resources utilized.
2. Resource teachers during their planning will push in 3rd grade classrooms conduct small group instruction/tutoring.
3. 3 veteran teachers in 3rd grade ELA and two of the teachers with highest proficiency rate in 2nd grade ELA are looping with their students.
4. Data driven Focus calendars implemented after the first set of baselines data.
5. Intentional data focused tutoring will begin on September 4 times a week rotate morning and after school tutoring.
6. Monthly Admin/Teacher data chats/9-week data chats teacher /student and parent/student
7. Leadership Team Lunch Bunch with targeted students

. Reading Interventionist assigned to 4th grade will conduct push in or pull-out groups with LPQ students. Reading Interventionist assigned to 5th will push in or pull-out groups with LPQ students.
2. Both Reading Interventionist will meet with admin weekly to share data an provide update on students' progress.
3. LPQ students support will begin in September
4. Leadership Team with Lunch bunch with LPQ students
5. Monthly parent meetings with LPQ students
6. Tutoring will begin in September for LPQ students

Person Responsible: Sanaa Hamilton (hamiltons3@duvalschools.org)

By When: June 2023

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

NA

Grades 3-5: Instructional Practice specifically related to Reading/ELA

NA

Measurable Outcomes
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

na

Grades 3-5 Measurable Outcomes

na

Monitoring

Monitoring
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

na

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Boyd, Chanthony, boydc2@duvalschools.org

Evidence-based Practices/Programs

Description:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

na

Rationale:
Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

na

Action Steps to Implement
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
na	Boyd, Chanthony, boydc2@duvalschools.org

Title I Requirements

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

SAC Meetings, School Webpage, and hard copy located in Parent Involvement Room.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Biscayne Elementary will host parent involvement activities and parent nights, partner with PTA to host parent and community events, provide information through SAC meetings, PTA meetings, and school events, and host school leadership days for parents and community to visit school during school hours.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

The school plan help to build strong relationships that will impact the academic program in a positive way to increase quality learning time. Tutoring, after school program supporting academic plan, targeted data and learning strategies will aid in enriched and accelerated learning environment.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

NA

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

na

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

na

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

na

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

na

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

na

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Science	$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Other	$0.00
3	III.B.	Area of Focus: Instructional Practice: ELA	$0.00
		Total:	$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes