

Duval County Public Schools

# Biscayne Elementary School



## 2022-23 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: 8/30/2022

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2021-22 ESSA Subgroups Represented</b> (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*
<b>School Grades History</b>	2021-22: C (53%) 2018-19: A (68%) 2017-18: A (62%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### 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](http://www.floridacims.org).

## Purpose and Outline of the SIP

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

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## Biscayne Elementary School

12230 BISCAYNE BLVD, Jacksonville, FL 32218

<http://www.duvalschools.org/biscayne>

### School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 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	93%

### School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		A	A

### School Board Approval

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### SIP Authority

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://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.

## 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

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.:

Name	Position Title	Job Duties and Responsibilities
Hamilton, Sanaa	Principal	Manage operations of the school, Instructional leader, community and parent advocate, analyze and delegate budget, create and develop school plans, facilitate and plan Professional development, evaluate and coach faculty and staff, market school, guide and develop the leadership team.
Burns-Flemmings, Jeris	Teacher, ESE	Manage ESE department, IEPS, ESE Meetings, ESE placements, communicate with SWD parents
Delphonse, Apryl	Math Coach	Coach and develop Math teacher K-5

### Demographic Information

#### Principal start date

Tuesday 8/30/2022, Sanaa McBride

**Number of teachers with a 2022 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.*

6

**Number of teachers with a 2022 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.*

8

**Total number of teacher positions allocated to the school**

32

**Total number of students enrolled at the school**

778

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

2

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

5

**Demographic Data****Early Warning Systems**

Using prior year's 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	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	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 who have two or more early warning indicators:

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

Using current year data, complete the table below with the number of students identified as being "retained.":

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

**Date this data was collected or last updated**

Tuesday 8/30/2022

**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	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

**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	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

## 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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	39%	50%	56%				55%	50%	57%
ELA Learning Gains	48%						68%	56%	58%
ELA Lowest 25th Percentile	47%						59%	50%	53%
Math Achievement	63%	48%	50%				75%	62%	63%
Math Learning Gains	70%						87%	63%	62%
Math Lowest 25th Percentile	62%						80%	52%	51%
Science Achievement	42%	59%	59%				55%	48%	53%

### 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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	43%	51%	-8%	58%	-15%
Cohort Comparison		0%				
04	2022					
	2019	64%	52%	12%	58%	6%
Cohort Comparison		-43%				
05	2022					
	2019	53%	50%	3%	56%	-3%
Cohort Comparison		-64%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	56%	61%	-5%	62%	-6%
Cohort Comparison		0%				
04	2022					
	2019	88%	64%	24%	64%	24%
Cohort Comparison		-56%				
05	2022					
	2019	80%	57%	23%	60%	20%
Cohort Comparison		-88%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	55%	49%	6%	53%	2%
Cohort Comparison						

### Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	30	37	30	37	56	52	21				
BLK	38	46	45	65	71	66	43				
HSP	50			70							
WHT	52	55		44	55						
FRL	35	47	52	60	65	62	41				
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				

### ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	53
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	371
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES

Students With Disabilities	
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	53
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	60
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	52
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	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

### Part III: Planning for Improvement

#### 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?

Currently, ELA is trending below 50% in all subgroups. In addition from 2020-2022, ELA has continued to decline in the number of students showing proficiency in all subgroups.

#### What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Data components demonstrating the greatest need for improvement are ELA across all grade levels and subgroups.

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

Some contributing factor to this need for improvement is the impact of Covid on the homes and the learning community. Serving a school community that is fragile with the added component of COVID aftermath created an environment of students significantly behind with a lack of foundational skills that support grade level comprehension.

#### What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Data components that showed the most improvement were math.

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

Additional tutoring and additional human capital in math supported the continuous improvement in that area.

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

We will implement additional tutoring outside of instructional time with ELA to support the need for grade-level comprehension. We will implement a schoolwide vocabulary campaign that focuses on students

acquiring new vocabulary. Our vocabulary acquisition campaign is research-based to support student comprehension. We are implementing a schoolwide reading campaign to engage students in the love of reading. We also have implemented a schoolwide drop everything and read time to increase reading stamina.

**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.**

We will participate in the following Professional Development to develop and enhance the teacher's skill set. Achieve 3000  
STAR LITERACY  
Leveled Literacy Intervention  
Benchmark Reading

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

Additional services that will be implemented to ensure sustainability and beyond include small group instruction and strategic tutoring groups will be formed based on data. These groups will be assigned to the academic support team members and administration to add another layer of support to ensure students master grad level bench marks.

### **Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

**#1. Instructional Practice specifically relating to ELA****Area of Focus Description and Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

FSA ELA data for 2021-2022 was that 37% of students are on grade level and proficient readers. This percentage rate of 37% has significantly declined. After reviewing all end-of-the-year data in every subject it was determined that ELA data needed critical support in moving students to proficiency.

**Measurable Outcome:**

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

2022-2023 FASST ELA data will increase in reading proficiency from 37% 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, Achieve 3000, 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 Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.**

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

**Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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.

**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 Franklin 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.

**Person Responsible**

Sanaa Hamilton (hamiltons3@duvalschools.org)



**#2. Positive Culture and Environment specifically relating to PBIS**

**Area of Focus Description and Rationale:** Include a rationale that explains how it was identified as a critical need from the data reviewed.

Biscayne Elementary's discipline data has increased significantly. In the 2021-2022 school year Biscayne Elementary student referrals were at 9%. In addition, the number of calls to the Crisis Hotline increased. In 2022-2023 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. We will add a position of a Behavior Interventionist to support programs and processes.

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 the Renaissance Learning Accelerated Reader program and PENDA Science blended learning programs that will supplement B.E.S.T. benchmark mastery instruction in the classroom.

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

Our 2022-2023 discipline data will show a 10% decrease in the number of students receiving referrals.

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

This will be monitored through weekly support service meetings with Leadership to review students of concern and collaborate with support and service on that need.

**Person responsible for monitoring outcome:**

[no one identified]

**Evidence-based Strategy:** Describe the evidence-

Some evidence-based strategies that will be implemented for this area are developing Leadership skills using LIM process, implementing restorative practices, and engaging students with PBIS strategies and incentives.

based  
strategy  
being  
implemented  
for this Area  
of Focus.

Rationale for  
Evidence-  
based

Strategy:

Explain the  
rationale for  
selecting  
this specific  
strategy.

All strategies selected are research and data-driven approaches to models that have proven success rates in teaching students how to enhance their decision-making skills and develop their social and emotional acumen.

Describe the  
resources/  
criteria used  
for selecting  
this  
strategy.

#### 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 Behavior Interventionist Representative will conduct restorative circles and train the teachers in using restorative practices in the classroom. School Counselors will teach guidance lessons and the LIM process to develop students' leadership skills. The PBIS team will ensure all parties are aware of PBIS strategies and incentives. Leader In Me is implemented schoolwide to assist with instilling positive behavior in student leaders and adults. Faculty and staff will participate in Leader In Me Professional Development and coaching and students participate in daily LIM lessons that help build leadership skills and promote emotional regulations. Student Leaders are celebrated every month for displaying the 7 habits of Leadership in school. This promotes positive behavior and positive culture. Faculty and staff will participate in DARE TO LEAD PD to help support collaboration, vulnerability, and positive behaviors.

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

*No description entered*

**Person Responsible** [no one identified]

*No description entered*

**Person Responsible** [no one identified]

**#3. Instructional Practice specifically relating to Math****Area of Focus  
Description and  
Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Due to covid, there has been a recent decline in math proficiency among all students. In order to effectively close the learning gap and build a math foundation that will increase math proficiency, several strategies must be implemented.

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

2021-2022 State data results of math proficiency were 63%, significantly low in comparison to the previous year. In 2022-2023 Biscayne Elementary will increase by 17% in math proficiency, our goal is 80% proficiency.

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

Math will be monitored through weekly common planning, weekly classroom visits, and monthly data chats. by the administration.

**Person responsible for monitoring outcome:**

[no one identified]

**Evidence-based Strategy:**  
Describe the evidence-based strategy being implemented for this Area of Focus.

To ensure we meet our goal 2 math interventions will be strategically assigned to students to address gaps in learning. Part-time tutors and Multiple assignment tutors will be utilized to help with learning gaps and increase proficiency. Math IXL will be used in blended learning to support core instruction and mastery of Math B.E.S.T. standards. Teachers will participate in Professional Development TEACH Conference, LIM Conference, LIM Coaching, and DARE TO LEAD training to ensure they are growing professionally to support student learning.

**Rationale for Evidence-based Strategy:**  
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for

Research support additional tutoring, strategic assignment of students, math fluency support, and professional development for educators are effect strategies for increasing student achievement.

**selecting this strategy.**

**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***

**#4. Transformational Leadership specifically relating to Leadership Development**

<b>Area of Focus</b> <b>Description and Rationale:</b> <b>Include a rationale that explains how it was identified as a critical need from the data reviewed.</b>	<p>According to 5 Essential surveys, faculty and staff rated the domain Effective Leadership as 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 Description 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, and participate in professional development and training that will aid in training the Biscayne Elementary Leadership team in developing an environment of trust.</p>
<b>Measurable Outcome:</b> <b>State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.</b>	<p>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.</p>
<b>Monitoring:</b> <b>Describe how this Area of Focus will be monitored for the desired outcome.</b>	<p>Monthly surveys, reflection journals, implementations of strategies, and home learning assignments from training and professional development.</p>
<b>Person responsible for monitoring outcome:</b>	<p>[no one identified]</p>
<b>Evidence-based Strategy:</b> <b>Describe the evidence-based strategy being implemented</b>	<p>Biscayne Elementary Leadership Team will take part in several sessions with a "Dare to Lead" Trainer who will provide training that will focus on building trusting relationships, empathy, resilience, and daring leadership strategies that sustain a strong culture. The principal, Assistant Principal and leadership team will participate in the Leader In Me conference and the ASCD conference 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 impacts student achievement in a positive way. Biscayne Elementary Leadership Team will take part in a book study "The Speed of Trust",</p>

**for this Area of Focus.**

"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 of the faculty, staff, and students.

**Rationale for Evidence-based Strategy:****Explain the rationale for selecting this specific 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 of 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.

**Describe the resources/criteria used for selecting this strategy.****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*

**RAISE**

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

**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**

**Grades 3-5: Instructional Practice specifically relating to Reading/ELA****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 new 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: Measureable Outcome(s)****Grades 3-5: Measureable Outcome(s)****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 take place with evaluating impact at the end of the year.

**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

Hamilton, Sanaa, hamiltons3@duvalschools.org

**Evidence-based Practices/Programs:**

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. Â§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?

**Rationale for Evidence-based Practices/Programs:**

Explain the rationale for selecting the specific 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 practices/programs show proven record of effectiveness for the target population?

**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**

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**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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

**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, families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

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



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, and goals, and employing school improvement strategies.

Biscayne Elementary builds a positive school culture and 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 the Principal call us out every week for 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. This year will begin planning o implement the House system at Biscayne Elementary Leadership Academy to streamline all things culture and climate. Leadership Team and Teacher Leaders will attend House Conference at Ron Clark Academy in July to learn strategies and receive training to facilitate a successful House process. Attendance at this conference will ensure we continue to make Culture and climate and priority at Biscayne Elementary Leadership Academy. This vision aligns with our SAC committee, 5 Essentials survey feedback, and School Improvement Team priorities. In the 2021-2022 school year, our plan is to continue our firm commitment to improving climate, culture, and academics.