

Duval County Public Schools

Biltmore Elementary School



2016-17 Schoolwide Improvement Plan

Biltmore Elementary School

2101 W PALM AVE, Jacksonville, FL 32254

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 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	88%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	C*	F	C

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Duval County School Board.

SIP Authority and Template

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.

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 monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Biltmore Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Targeted Support & Improvement - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The Biltmore Family will be responsible and committed to helping students LEAD.
Learn to put first things first
Expect to excel
Accept responsibility
Decide to set and meet academic and social goals

b. Provide the school's vision statement.

To grow great leaders beyond the classroom.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

During pre-planning the principal established the importance of building relationships with students. Faculty members participated in a culture building activity to collaboratively create common expectations for the Biltmore culture. Faculty members were also trained on school expectations and the Florida Code of Ethics.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

During pre-planning the principal ensured that all staff members were properly trained on school safety and precautionary procedures. All classroom doors remained locked throughout the day with the expectation that only adults will answer the door. All visitors gain entry to the building through a secure buzzer at the front door.

Common area lesson plans were developed by school administration and taught by teachers during the first week of school to establish expectations for behavior in common areas. CHAMPs is implemented in all classrooms as well as positive behavior clip system. Teachers use the HERO program to track positive behavior. Students are recognized monthly at a Hero Pizza Party for meeting school expectations and quarterly at an awards assembly.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Biltmore has a comprehensive positive behavior plan, implemented school-wide, to limit distractions and increase engagement of all students in the classroom environment. During pre-planning teachers were trained in the Code of Conduct and interventions that should be implemented prior to writing a student on a disciplinary referral. Our school has chosen to adopt the Covey's 7 Habits of Highly Effective Students to help develop personal responsibility for behavior. The school focuses on one habit each month to teach explicitly. Each of the classrooms has implemented a positive behavior system to address student behavior. Students have the opportunity to "clip up" during the school day when positive behavior is exhibited. Conduct grades are communicated with the parent via the

student agenda. CHAMPs is implemented school-wide as a proactive approach to behavior. We have also implemented a traveling clipboard system to ensure that students accountable for their choices school-wide.

Tier 1 behavior referrals may be utilized by teachers to address ongoing issues after being addressed at the classroom level. These referrals aid teachers, administrators, and students in determining causation and solutions to disruptive behavior. Severe disciplinary incidents and Code of Conduct infractions are recorded on the district referrals and reviewed by the principal or assistant principal. Appropriate disciplinary consequences, as described by the Code of Conduct, will be assigned as necessary.

The school Positive Behavior Support Team, named the SWAG (Safely Working for the Advancement of Growth) meet monthly to monitor the implementation of the PBIS plan, and address discipline trends noticed throughout the school. Severe behavior issues can be discussed with the Rtl team. The team provides guidance to the classroom teacher to discuss issues specific to an individual and assist in development of behavior plan.

As a district initiative, we are implementing a PBIS program-HERO. As a school we have identified targeted behaviors derived from past discipline data and school leadership goals-the seven habits, home learning, student participation and engagement in class, arriving to school on time, meeting bi-weekly goals for iReady and Achieve 3000, and wearing school uniforms. Students receive designated points for demonstrating achievement of the targets. The school has monthly incentives for points earned: our school store, student names highlighted on our news, a pizza party and more. Biltmore does not just focus on the students, but the teachers as well. We want to empower teachers to embrace HERO. Therefore, teachers are highlighted for high usage by being noted as the HERO teacher of the month.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

To ensure the social-emotional needs are students are being met at Biltmore, many programs have been established:

Full time guidance counselor: one-on-one and small group sessions, classroom guidance sessions
Mentor programs with community groups
Full Service referrals for student and family support
Learning for Life lessons embedded in the curriculum
Second Step Curriculum
Social Skills lessons taught by ESE teachers

Teachers teach the students Steven Covey's 7 Habits of Highly Effective People to empower all of them to care about themselves, their classmates and their learning environments. Every day teachers incorporate the seven habits into their daily instruction. Teachers capitalize on the seven habits when conferencing with students and their parents.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Biltmore has established a plan to identify early warning systems within our study body. Our plan encompasses the whole child from attendance to academics to include monthly AIT meetings, frequent Rtl Team meetings, consistent monitoring of student data, consistent PBIS Team meetings, Student Leadership (Data) binders, and Quarterly teacher data chats with administration. The

following are indicators in which we monitor:

Attendance

District Baseline Assessments (Far below grade level)

Progress Monitoring

Response to Intervention

Student Achievement results from state assessments (Level 1 & 2)

Promotion and Retention Rate

b. Provide the following data related to the school's early warning system

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	8	14	12	13	4	13	0	0	0	0	0	0	0	64
One or more suspensions	1	0	2	0	2	2	0	0	0	0	0	0	0	7
Course failure in ELA or Math	3	2	1	3	0	2	0	0	0	0	0	0	0	11
Level 1 on statewide assessment	0	0	0	7	14	9	0	0	0	0	0	0	0	30

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	3	2	1	4	4	8	0	0	0	0	0	0	0	22

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Mentors have been assigned to students

Referrals to Full Service Program

School Guidance meets regularly with students

Recommend students for after school program-TEAM UP

Students work with Reading Interventionist

Response to Intervention is on-going for academic and social behaviors

After school tutoring

Progress monitoring

Rewards and recognition for performance

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. Description

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Faith based partnerships and business partnerships are established and sustained through the facilitation of an initial meeting to determine specific goals of the partnership. Ongoing communication is established to monitor progress toward the specified goals. After the partnerships have been established, the stakeholders are invited to all school-based events. Biltmore shows our appreciation by recognizing each supporter in our monthly newsletters, official thank you letters, as well as sharing their contributions to our school with community members at appreciation ceremonies.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

a. Membership

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

Name	Title
Session Jones, Sabrina	Principal
Towns, Tiffany	Instructional Coach
Torian, Nikki	Instructional Coach
Chandler, Kimberly	Assistant Principal

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Principal: Establishes vision of the team, ensures instructional leadership by using observation data to determine school-wide needs and next steps, develops professional development activities, ongoing monitoring and analysis of data, classroom observations and monitoring of SIP strategies.

General Education Teachers (Primary and Intermediate): Serve on a school based committee such as Shared Decision Making, Literacy Committee, Rtl Committee, etc. to ensure distributive leadership and collaboration. Provide information about instruction and effective instructional practices, deliver Tier I instruction/intervention, collaborate with other staff to implement Tier 2 interventions, ensure implementation of SIP strategies.

Exceptional Student Education Resource Teachers: Consult with General Education Teachers to provide additional strategies and interventions to support various Tiers.

School Instructional Coaches: Provide and facilitate professional development to assist in problem solving-solving. In addition, the coaches share research based supplemental resources to instruct, they provide assistance of problem solving through data collection, data analysis, and coaching learning cycles.

ESE Liaison/School Counselor: Meet with teachers to progress monitor students in the Rtl process. Research based supplemental resources are shared to help teachers provide effective instruction. In addition, they provide assistance of problem solving through data collection, and data analysis.

Instructional Support/District Personnel: Observe behaviors in the classroom and provide instructional/behavior strategies to teachers to implement.

Reading Interventionists: Provide strategic remedial instruction to identified students who are performing below grade level expectations. We have two interventionists for primary and intermediate grade levels.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The school principal meets with the instructional leadership team to monitor school-wide implementation of the SIP, academic and behavioral data. Instructional coaches support teachers based on classroom observation data and student achievement data. Administration, interventionists, and instructional coaches meet regularly with classroom teachers to address students who have been identified as functioning below grade level and/or in need of additional support. Research based interventions are used with the students for over a period of four to six weeks. During this time data is analyzed and compared to the class average. If the data does not show a student progressing to levels of proficiency, the students are then referred to MRT for discussion. In addition, Instructional Support/District personnel will provide additional support as needed.

Biltmore Elementary is a Title 1 school who receives local, state and federal allocations. All entities are integrated throughout the school making positive impact within various organizations and safety nets. We use Title 1 to (1) purchase technology for the classroom (2) purchase research based supplemental materials (3) provide a full time reading interventionist (4) provide full-time media (5) provide a classroom paraprofessional and (6) field learning experiences.

Funds are allocated to provide resources to support Supplemental Academic Instruction to the identified bottom quartile subgroups of students in ELA, math, and science. In addition to using resources for academic improvement, we use SAI funds to provide after school tutoring.

All federal and local funds are used to help improve student achievement and socio-emotional growth.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Sabrina Session-Jones	Principal
Susan Karst-Smith	Teacher
Linda Johnson	Education Support Employee
Tiffany McClendon	Business/Community
Garry Denson	Parent
Tamika Joyner	Parent
Rakeem Joyner	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

During the initial meeting, the principal presents the end year state assessment data to the school advisory council and shares strategic goals for school wide performance and improvements for each content area. Throughout the year, the team progress monitors the goals and activities that are mentioned in the school improvement plan to evaluate its effectiveness and implementation phases. At mid-year, at the stakeholders meeting, the principal shares school-wide data with the team looking at the school improvement plan, the team evaluates and determines the effectiveness of the goals and objectives.

b. Development of this school improvement plan

During the Annual Title I meeting the school administration reviews school data and provides parents with a survey to obtain their input regarding school improvement opportunities. Their input is included in the development of the plan. During pre-planning, faculty members provided input into strategies needed to improve culture and socio-emotional development of Biltmore students. The SAC Committee will meet the third Tuesday of each month. The SAC will review school data and strategies and have an opportunity to discuss instructional needs/strategies, barriers and next steps. This information will be included in the SIP.

c. Preparation of the school's annual budget and plan

The SAC collaborates to determine the best usage of school improvement funds based on SIP goals and strategies. The school's annual budget is prepared during the spring of each school year. Spring FTE determines the amount in which each school will receive for FTE and WFTE. In addition, the number of staff positions is determined by the district per the allocation model. The principal and staff collectively propose how Title 1 funds will be allocated.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

SAC funds were utilized for instructional materials to support the goals identified in the School Improvement Plan.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

SAC membership will be confirmed at the meeting held on September 13, 2016 at 3:30 p.m.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Torian, Nikki	Other
Towns, Tiffany	Instructional Coach
Chandler, Kimberly	Assistant Principal
Session Jones, Sabrina	Principal
	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The Literacy Leadership Team members have a keen understanding of the Florida State Literacy Standards and best practices aligned with common core shifts. The team will also support the district's initiatives with data based literacy centers to meet annual growth and proficiency goals. Teachers will become familiar with the writing rubric as determined by the state to ensure the quality of writing aligns with the state requirements. The team will monitor the 25 Book Challenge at all grade levels to foster a life long love of reading. This team will help monitor and determine next steps with Tier II and Tier III interventions. The team will also facilitate parent literacy workshops.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

A schedule has been developed to accommodate common planning four days a week. One day of common planning will be administrator led. Teachers will have an opportunity to collaboratively plan with academic coaches and the school administrators. Through the common planning structure teachers have ample opportunities to collaborate and share ideas, review data and discuss student work with other teachers.

Positive synergy created from the leadership team, faculty, and staff creates a student-centered environment and provides for an encouraging and interactive culture. Social committee gatherings, faculty socials, and faculty team building retreats provide opportunities for teachers and staff member to connect, strengthen, and maintain a positive culture.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

1. Pre-planning Training (Principal, Assistant Principal, School-Based Instructional Coaches)
2. District Teacher Academy (District Language Arts, Math & Science Directors and Specialists)
3. Regular meetings of new teachers with principal and PDF. (Principal, Assistant Principal, Mentors and PDF)
4. Partnering new teachers with highly effective and highly qualified mentors. (Principal, Assistant Principal, and PDF)
5. Weekly participation in Professional Learning Communities with grade levels to plan instruction, analyze student work and use data to drive instruction. (Principal, School-Based Instructional Coaches, PDF)
6. Individualized Professional Development Plan to strengthen teacher content knowledge. (Principal, Assistant Principal, School-Based Instructional Coaches, District Language Arts, Math & Science Specialists)
7. Provide Coaching Learning Cycles to support teachers when needed (School- Based Instructional

Coaches)

8. Recruitment Strategy - Market Biltmore by sharing our successes that we have in place and focus on our school's positive practices (Principal, Assistant Principal, School-Based Instructional Coaches)
9. Early dismissal and job embedded professional development

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Novice teachers are paired with teacher who have demonstrated effective practices and completed the Clinical Educator Training (CET). Based on administrator and academic coach observations, mentor activities are developed. To increase understanding of effective academic practices the mentors and mentees are encouraged to meet weekly in formal and informal sessions. Formal mentor and mentee meetings are held monthly. To foster a continuous quality improvement process and alleviate the pitfalls that new teachers may encounter, all teachers participate in weekly common planning with the administrators and instructional coaches. Additionally, teachers serve as positive role models throughout the school. To build a positive and welcoming school culture that incorporates all staff members into Biltmore's family, we enlist the strengths of all staff members and recognize their special talents to sustain building capacity.

Activities include:

- * Instructional Coaches conducting CLC's and PLC's
- * Mentors will plan, model and co-teach lessons using gradual release
- * Principal and Assistant Principal will provide opportunities for observation of master teachers
- * Principal, Assistant Principal, Instructional Coaches, and Mentors will meet with Mentees to clarify school operational procedures.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

The school ensures alignment to the Florida standards by facilitating weekly common planning with teachers. During common planning, participants review the standards and the Florida Standards Item Specifications. We also utilize the Equip protocol to ensure the alignment in student work. Supplemental resources are utilized if curricular gaps are identified.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Professional development continues to occur on differentiated instruction. We use data to guide lesson planning and daily instruction. We provide tiered instruction from independent learners to those in need of daily guided intense instruction. All grade levels have embedded student data base centers in reading, mathematics and science that will help reinforce skill/standards that have been previously taught.

We implement Rtl instruction with students who have been identified in areas of weakness. The

students are given other resources (computer base iReady, Barton Reading & Spelling System, Intervention math from Envisions) to supplement standards.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 480

Biltmore has a Team Up program funded through the Jacksonville Children's Commission and operated by Wayman Community Development Cooperation. The Team Up program runs for thirty weeks during the school year. Certified classroom teachers are hired to provide standards based instruction four days a week for an hour to the kindergarten - 5th grade students. During this time, teachers use research based strategies and best practices based on students' needs. Students then work with enrichment staff doing various activities that contribute to the development of the whole child and a well rounded education.

Strategy Rationale

At the beginning of the year, the majority of kindergarteners start school with limited knowledge of letter names and sounds. Kindergarten's primary focus is to cement the foundation of letter names and sounds so student can begin learning sight words and ultimately begin reading. In addition to differentiating during the teacher led instruction and student led centers, iReady will be completely differentiated for each student.

DAR, iReady, Achieve level set and District Baseline assessments will provide information about student strengths and deficits. The data will be used to drive teacher led instruction during the Team Up academic hour.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Towns, Tiffany, townst@duvalschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data is collected and analyzed by the Team Up teachers and the lead teacher weekly. The Jacksonville Children's Commission collects data twice during the school year (mid and end). They look at the overall data from the daily attendance record to ensure the program is in compliance with 95% or higher daily attendance. The leadership team and the TEAM UP lead teacher, progress monitor student data through out the year to evaluate the effectiveness of the after school program.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

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

PreK classes are encouraged to visit kindergarten classes for a variety of activities throughout the school year. A Spring parent session entitled: Transitioning from PreK to K is presented to upcoming kindergarten parents to review kindergarten registration and expectations. In addition, PreK teachers meet with kindergarten teachers to discuss data and seek advice on providing effective teaching strategies and materials to increase student achievement.

Biltmore hosts a parent orientation prior to the start of the school year. Parents and students have an opportunity to meet their new teacher and learn about the new grade level expectations.

Fifth grade students will visit an area middle school to learn about middle school expectations and routines.

PreK teachers participate in cross grade level articulation with our kindergarten teachers to learn what their students are expected to know upon entering kindergarten.

b. College and Career Readiness

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

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If teachers implement standards aligned instruction, addressing the instructional shifts, then the student scores in all core academic areas will increase.
- G2.** If teachers implement multi-tiered support systems to engage all students based on their individual learning needs then the academic achievement of all academic core areas will increase.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If teachers implement standards aligned instruction, addressing the instructional shifts, then the student scores in all core academic areas will increase. 1a

G084247

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	40.0
Math Gains	40.0
Math Lowest 25% Gains	45.0

Targeted Barriers to Achieving the Goal 3

- Content knowledge

Resources Available to Help Reduce or Eliminate the Barriers 2

- Academic Reading Coach Academic Math Coach District Content Specialists Online videos virtual common planning

Plan to Monitor Progress Toward G1. 8

At mid-year, the leadership team will review CAST rubric (domain 3) scores to identify growth over time in the areas of rigor, engagement and alignment.

Person Responsible

Sabrina Session Jones

Schedule

Semiannually, from 8/23/2016 to 6/2/2017

Evidence of Completion

CAST rubric domain 3, administrator observation logs, lesson plans

G2. If teachers implement multi-tiered support systems to engage all students based on their individual learning needs then the academic achievement of all academic core areas will increase. 1a

G084248

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	40.0
ELA/Reading Lowest 25% Gains	60.0
FSA Mathematics Achievement	45.0
Math Lowest 25% Gains	45.0

Targeted Barriers to Achieving the Goal 3

- Lack of knowledge of the multi-tiered process.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Full time Reading Coach Full time Math Coach Full time ESE Lead Teacher/Liaison Full time School Counselor Weekly support from ESE Instructional Support Professional 1 Full time Varying Exceptional Resource Teacher who works with students with disabilities in the general education setting Rtl Team

Plan to Monitor Progress Toward G2. 8

To determine the effectiveness of the quarterly professional development, Rti data will be reviewed by administrators and coaches during quarterly data chats with teachers and Rtl monthly meetings with focus on teacher responsiveness when students don't respond to the strategy.

Person Responsible

Kimberly Chandler

Schedule

Monthly, from 9/29/2016 to 6/3/2017

Evidence of Completion

Increased percentage of students showing annual learning growth on blended learning platforms such as iReady and Achieve 3000.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  **S123456** = Quick Key

G1. If teachers implement standards aligned instruction, addressing the instructional shifts, then the student scores in all core academic areas will increase. **1**

 **G084247**

G1.B1 Content knowledge **2**

 **B223858**

G1.B1.S1 Teachers will participate in weekly administrator led common planning with focus on unpacking the standards and a review of the item specifications. **4**

 **S236209**

Strategy Rationale

Unpacking the standards and reviewing item specifications makes clear the content limits that should be taught and maximizes instructional time.

Action Step 1 **5**

Administrators will plan and actively participate in weekly common planning with teachers.

Person Responsible

Sabrina Session Jones

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Common planning agendas and sign in sheets

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Administrators will actively attend common planning and conduct daily classroom observations.

Person Responsible

Sabrina Session Jones

Schedule

Daily, from 8/23/2016 to 6/3/2017

Evidence of Completion

Administrator observation logs, common planning agendas

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

As a result of common planning sessions using the item specifications and standards, teachers will demonstrate instructional and curricular adjustments when misalignment is observed during planning.

Person Responsible

Tiffany Towns


Schedule

Daily, from 10/3/2016 to 6/3/2017

Evidence of Completion

administrator observation logs, planning guide, lesson plans

G1.B1.S2 Teachers will implement the district instructional frameworks with fidelity. **4**

 S236210

Strategy Rationale

The frameworks provides adequate scaffolding to support learners on the path to independence.

Action Step 1 **5**

During administrator led common planning teachers will use a planning guide with focus on the instructional framework.

Person Responsible

Tiffany Towns

Schedule

Weekly, from 8/23/2016 to 6/2/2017

Evidence of Completion

Common planning agenda, planning guide

Plan to Monitor Fidelity of Implementation of G1.B1.S2 **6**

The principal and assistant principal will conduct daily classroom observations to ensure fidelity of implementation and provide feedback to teachers.

Person Responsible

Sabrina Session Jones

Schedule

Daily, from 8/23/2016 to 6/2/2017

Evidence of Completion

Administrator observation logs, checklists

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

The principal and assistant principal will conduct a series of informal observations using the CAST rubric and classroom walkthroughs.

Person Responsible

Sabrina Session Jones

Schedule

Monthly, from 8/23/2016 to 6/3/2017

Evidence of Completion

CAST rubric, Informal post observation feedback form

G2. If teachers implement multi-tiered support systems to engage all students based on their individual learning needs then the academic achievement of all academic core areas will increase. 1

 G084248

G2.B1 Lack of knowledge of the multi-tiered process. 2

 B223860

G2.B1.S1 Provide professional development on the Response to Intervention(RtI) process and resources. 4

 S236212

Strategy Rationale

If teachers are empowered with resources for effective and research based academic and behavior interventions they are more likely to utilize the strategies.

Action Step 1 5

Professional development will be provided to teachers to focus on understanding the Response to Intervention (RtI) process to include how to initiate and develop a plan, resources for behavior and academic intervention strategies and how to create systems for efficient data collection.

Person Responsible

Sabrina Session Jones

Schedule

Quarterly, from 9/8/2016 to 6/2/2017

Evidence of Completion

Exit tickets will be completed by participants to identify three things they learned, two questions they have and one thing they will implement.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

To monitor effective implementation of Rtl, the principal and Rtl Team will meet with teachers monthly to monitor the progress of students receiving Rtl.

Person Responsible

Sabrina Session Jones

Schedule

Monthly, from 9/8/2016 to 6/2/2017

Evidence of Completion

Evidence of implementation will include Rtl meeting agendas and Rtl folders.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Administration and Instructional coaches will conduct classroom walkthroughs and provide feedback.

Person Responsible

Sabrina Session Jones


Schedule

Daily, from 9/1/2016 to 6/3/2017

Evidence of Completion

Differentiated instructional plans based on data, administrator and coach observation logs, checklists

G2.B1.S2 Conduct monthly Rtl meetings with fidelity. 4

 S236213

Strategy Rationale

The frequent monitoring of student data will increase accountability to implement and document Rti for students.

Action Step 1 5

Through monthly Rtl meetings, teachers will have an opportunity receive feedback on current plans and reflect about the effectiveness of selected strategies. This process will also ensure that the students having the highest needs will receive needed Rtl.

Person Responsible

Sabrina Session Jones

Schedule

Monthly, from 9/15/2016 to 6/2/2017

Evidence of Completion

Student Rti folders will include required elements such as a written plan, attendance, weekly progress monitoring and graphs.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Principal and Assistant Principal will monitor the fidelity of implementation of Rti for students during Rtl meetings, data chats and daily classroom walkthroughs.

Person Responsible

Kimberly Chandler

Schedule

Monthly, from 9/9/2016 to 6/3/2017

Evidence of Completion

iReady performance, Achieve 3000 progress, and Ongoing Progress Monitoring, teacher made assessments, classroom observation logs, Rtl meeting agendas

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Monitor the development of written plans and ongoing progress monitoring with focus on teacher responsiveness when data shows that the student is not responding to the intervention.

Person Responsible

Kimberly Chandler

Schedule

Monthly, from 9/22/2016 to 6/3/2017

Evidence of Completion

Written feedback and Rti Team agendas

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 M310446	At mid-year, the leadership team will review CAST rubric (domain 3) scores to identify growth over...	Session Jones, Sabrina	8/23/2016	CAST rubric domain 3, administrator observation logs, lesson plans	6/2/2017 semiannually
G1.B1.S1.A1 A304701	Administrators will plan and actively participate in weekly common planning with teachers.	Session Jones, Sabrina	8/22/2016	Common planning agendas and sign in sheets	6/2/2017 weekly
G2.B1.S1.MA1 M310448	To monitor effective implementation of RtI, the principal and RtI Team will meet with teachers...	Session Jones, Sabrina	9/8/2016	Evidence of implementation will include RtI meeting agendas and RtI folders.	6/2/2017 monthly
G2.B1.S1.A1 A304703	Professional development will be provided to teachers to focus on understanding the Response to...	Session Jones, Sabrina	9/8/2016	Exit tickets will be completed by participants to identify three things they learned, two questions they have and one thing they will implement.	6/2/2017 quarterly
G1.B1.S2.MA1 M310445	The principal and assistant principal will conduct daily classroom observations to ensure fidelity...	Session Jones, Sabrina	8/23/2016	Administrator observation logs, checklists	6/2/2017 daily
G1.B1.S2.A1 A304702	During administrator led common planning teachers will use a planning guide with focus on the...	Towns, Tiffany	8/23/2016	Common planning agenda, planning guide	6/2/2017 weekly
G2.B1.S2.A1 A304704	Through monthly RtI meetings, teachers will have an opportunity receive feedback on current plans...	Session Jones, Sabrina	9/15/2016	Student RtI folders will include required elements such as a written plan, attendance, weekly progress monitoring and graphs.	6/2/2017 monthly
G2.MA1 M310451	To determine the effectiveness of the quarterly professional development, RtI data will be reviewed...	Chandler, Kimberly	9/29/2016	Increased percentage of students showing annual learning growth on blended learning platforms such as iReady and Achieve 3000.	6/3/2017 monthly
G1.B1.S1.MA1 M310442	As a result of common planning sessions using the item specifications and standards, teachers will...	Towns, Tiffany	10/3/2016	administrator observation logs, planning guide, lesson plans	6/3/2017 daily
G1.B1.S1.MA1 M310443	Administrators will actively attend common planning and conduct daily classroom observations.	Session Jones, Sabrina	8/23/2016	Administrator observation logs, common planning agendas	6/3/2017 daily
G2.B1.S1.MA1 M310447	Administration and Instructional coaches will conduct classroom walkthroughs and provide feedback.	Session Jones, Sabrina	9/1/2016	Differentiated instructional plans based on data, administrator and coach observation logs, checklists	6/3/2017 daily
G1.B1.S2.MA1 M310444	The principal and assistant principal will conduct a series of informal observations using the CAST...	Session Jones, Sabrina	8/23/2016	CAST rubric, Informal post observation feedback form	6/3/2017 monthly
G2.B1.S2.MA1 M310449	Monitor the development of written plans and ongoing progress monitoring with focus on teacher...	Chandler, Kimberly	9/22/2016	Written feedback and RtI Team agendas	6/3/2017 monthly
G2.B1.S2.MA1 M310450	Principal and Assistant Principal will monitor the fidelity of implementation of RtI for students...	Chandler, Kimberly	9/9/2016	iReady performance, Achieve 3000 progress, and Ongoing Progress Monitoring, teacher made assessments, classroom observation logs, RtI meeting agendas	6/3/2017 monthly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If teachers implement standards aligned instruction, addressing the instructional shifts, then the student scores in all core academic areas will increase.

G1.B1 Content knowledge

G1.B1.S1 Teachers will participate in weekly administrator led common planning with focus on unpacking the standards and a review of the item specifications.

PD Opportunity 1

Administrators will plan and actively participate in weekly common planning with teachers.

Facilitator

Principal, Instructional Coaches

Participants

Classroom teachers

Schedule

Weekly, from 8/22/2016 to 6/2/2017

G1.B1.S2 Teachers will implement the district instructional frameworks with fidelity.

PD Opportunity 1

During administrator led common planning teachers will use a planning guide with focus on the instructional framework.

Facilitator

Principal, Assistant Principal, Instructional Coach

Participants

Classroom teachers

Schedule

Weekly, from 8/23/2016 to 6/2/2017

G2. If teachers implement multi-tiered support systems to engage all students based on their individual learning needs then the academic achievement of all academic core areas will increase.

G2.B1 Lack of knowledge of the multi-tiered process.

G2.B1.S1 Provide professional development on the Response to Intervention(RtI) process and resources.

PD Opportunity 1

Professional development will be provided to teachers to focus on understanding the Response to Intervention (RtI) process to include how to initiate and develop a plan, resources for behavior and academic intervention strategies and how to create systems for efficient data collection.

Facilitator

District ESE Specialists, ESE Lead Teacher, Principal, Guidance Counselor

Participants

All teachers will participate in the initial PD. Based on feedback from the principal and assistant principal teachers will then be tiered for continuous professional development.

Schedule

Quarterly, from 9/8/2016 to 6/2/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Administrators will plan and actively participate in weekly common planning with teachers.	\$0.00
2	G1.B1.S2.A1	During administrator led common planning teachers will use a planning guide with focus on the instructional framework.	\$0.00
3	G2.B1.S1.A1	Professional development will be provided to teachers to focus on understanding the Response to Intervention (Rtl) process to include how to initiate and develop a plan, resources for behavior and academic intervention strategies and how to create systems for efficient data collection.	\$0.00
4	G2.B1.S2.A1	Through monthly Rtl meetings, teachers will have an opportunity receive feedback on current plans and reflect about the effectiveness of selected strategies. This process will also ensure that the students having the highest needs will receive needed Rtl.	\$0.00
Total:			\$0.00