Biltmore Elementary School

2017-18 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)	2016-17 Title I School	2016-17 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	87%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	D	C*	F

*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 that has a school grade of D or F.

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.

Table of Contents

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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Biltmore Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - [Cassandra Brusca](#)	- 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 faculty members were trained on the school vision, school expectations and the Florida Code of Ethics. Seven Habits of Effective People training was also presented to faculty members and support staff members. School based stakeholders collaborated to brainstorm ways adults will model the Seven Habits as well as, ways to integrate the Seven Habits in the curriculum to deeply embed the important traits.

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 Code of Conduct and 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 Classroom Dojo application to track positive behavior. Students are recognized monthly 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 RtI 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. 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.

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 address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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 RtI 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	30	14	20	17	8	10	0	0	0	0	0	0	0	99
One or more suspensions	2	2	3	1	3	4	0	0	0	0	0	0	0	15
Course failure in ELA or Math	11	3	4	0	1	0	0	0	0	0	0	0	0	19
Level 1 on statewide assessment	0	0	0	3	10	14	0	0	0	0	0	0	0	27

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	25	18	28	33	20	35	0	0	0	0	0	0	0	159

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
Students work with Reading Interventionist
Response to Intervention is on-going for academic and social behaviors
Tutoring (during school hours)
Rewards and recognition for performance

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP 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 demonstrates 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

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
Chandler, Kimberly	Assistant Principal
Karst-Smith, Susan	Teacher, ESE

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, RtI 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 Standards Coach: 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 RtI 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.

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
Garry Denson	Parent
Stephanie Poe-Turner	Parent
Tanya Green	Parent
Reba Morgan	Business/Community

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The principal presents the end year state assessment data to the school advisory council and other stakeholders during the Annual Title I Parent meeting and initial SAC meeting to share 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. The school leadership team and faculty members provide input into strategies needed to improve culture and academic performance. 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 based on an 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
Towns, Tiffany	Instructional Coach
Chandler, Kimberly	Assistant Principal
Session Jones, Sabrina	Principal

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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(IV).

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 five 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. Weekly "check-in" meetings with new teachers and school administration.
3. Monthly meetings with new teachers active in the New Teacher Program (Principal, School-Based Instructional Coach and PDF)
4. Partnering new teachers with highly effective and highly qualified mentors. (Principal, Assistant Principal,
and PDF)
5. Weekly participation in Common Planning/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 data analysis and student work protocols to ensure the alignment.

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 and the Response to Intervention RTI process. We use data to guide lesson planning and daily instruction. We provide tiered instruction for independent learners to those in need of daily intense instruction. All grade levels have embedded student data base centers in reading and mathematics that will help reinforce skill/standards that have been previously taught.

We implement RtI instruction with students who have been identified in areas of weakness. Students receive additional support using research based programs such as Leveled Literacy Intervention (LLI), Phonics for Reading and Barton Reading & Spelling System.

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 an After School Learning Program operated by Wayman Community Development Cooperation. 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

The universal screener results show that students have deficits in foundational skills. As a result, student required additional time to mastery skills. 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 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 After School Learning Program lead teacher weekly. The overall data from the daily attendance record to ensure the program is in compliance with 95% or higher daily attendance is also monitored. The leadership team and the After School Learning Program 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 address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(V).

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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"Â? 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

1 = Problem Solving Step　　🔑 S123456 = Quick Key

Strategic Goals Summary

G1.　　　If rigorous, data- driven lessons are planned and delivered then student proficiency will increase.

G2.　　　If teachers implement multi-tiered support based on student 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 rigorous, data- driven lessons are planned and delivered then student proficiency will increase. 1a

🔑 G094475

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	38.0
FSAA ELA Level 3	38.0
FSA Mathematics Achievement	55.0
FSAA Science Level 3	32.0

Targeted Barriers to Achieving the Goal 3

- Content knowledge

- Lessons lack differentiation based on individual student learning needs

Resources Available to Help Reduce or Eliminate the Barriers 2

- Academic Reading Coach District Content Specialists Online videos I-Ready, Achieve 3000, DAR, Penda student data reports Vision of Excellent Instruction

Plan to Monitor Progress Toward G1. 8

I-ready usage reports will be monitored weekly, Achieve 3000 data will be monitored monthly, Penda usage will be monitored monthly, as well as end of module assessments and exit tickets. At mid-year, the leadership team will review district assessments and mid-year diagnostics to determine progress toward the annual proficiency goals.

Person Responsible
Sabrina Session Jones

Schedule
Semiannually, from 9/5/2017 to 5/15/2018

Evidence of Completion
Various data reports and student work samples

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

🔍 G094476

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	62.0
ELA/Reading Lowest 25% Gains	65.0
Math Gains	60.0
Math Lowest 25% Gains	78.0

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

- Reading Coach ESE Lead Teacher/Liaison Full time School Counselor District ESE IPS 1 Full time Varying Exceptional Resource Teacher who works with students with disabilities in the general education setting RtI 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 RtI monthly meetings with focus on teacher responsiveness when students don't respond to the strategy.

Person Responsible

Kimberly Chandler

Schedule

Monthly, from 9/19/2017 to 5/30/2018

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 rigorous, data- driven lessons are planned and delivered then student proficiency will increase. 1

G094475

G1.B1 Content knowledge 2

B253755

G1.B1.S1 Teachers will plan and deliver standards aligned lessons. 4

S268036

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 and the academic coach will facilitate weekly common planning with teachers using a system of protocols to plan aligned lessons, analyze student work and analyze data.

Person Responsible

Sabrina Session Jones

Schedule

Weekly, from 8/21/2017 to 5/30/2018

Evidence of Completion

Informal and formal observation data will be used to ensure implementation of quality, standards aligned lesson, common planning agendas and sign-in log

Action Step 2 5

Administrators will facilitate the unpacking of the vision of excellent instruction document during common planning.

Person Responsible

Kimberly Chandler

Schedule

Weekly, from 9/5/2017 to 10/5/2017

Evidence of Completion

Common planning sign in sheets and agendas

Action Step 3 5

Teachers will bring work samples and/or data to review during the common planning to determine the impact of instruction on student learning.

Person Responsible

Tiffany Towns

Schedule

Weekly, from 9/4/2017 to 5/30/2018

Evidence of Completion

Common planning agendas and sign in sheets, data analysis and student work protocol samples

Action Step 4 5

Administration and coach feedback to teachers after classroom visits will be aligned with the Vision of Excellent Instruction.

Person Responsible

Sabrina Session Jones

Schedule

Weekly, from 8/28/2017 to 5/30/2018

Evidence of Completion

Samples of feedback

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

Weekly administration led common planning agendas and sign in sheets and minutes of leadership team meetings

Person Responsible

Sabrina Session Jones

Schedule

Weekly, from 8/21/2017 to 5/30/2018

Evidence of Completion

Administrator observation logs, differentiated lesson plans, common planning agendas

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

Informal and formal observation data will be used to ensure implementation of quality, standards aligned lesson.

Person Responsible

Sabrina Session Jones

Schedule

Daily, from 8/28/2017 to 5/30/2018

Evidence of Completion

Administrator and academic coach observation logs, student work samples, mid-year/ end of year student data

G1.B2 Lessons lack differentiation based on individual student learning needs 2

🔑 B253756

G1.B2.S1 Consistently monitor school-wide, classroom and student data. 4

🔑 S268037

Strategy Rationale

Ongoing progress monitoring informs educators about the effectiveness of instruction and interventions.

Action Step 1 5

Students will maintain a Leadership Data Binder and review it weekly with their teacher to demonstrate ownership of their learning.

Person Responsible

Sabrina Session Jones

Schedule

Evidence of Completion

Data conference logs, data binders

Action Step 2 5

Teachers will implement progress monitoring/ accountability systems to assess student mastery of center and blended learning activities.

Person Responsible

Tiffany Towns

Schedule

Daily, from 8/30/2017 to 5/30/2018

Evidence of Completion

Student accountability system, iReady incentive charts and data boards

Action Step 3 `5`

Administrators and coaches will facilitate quarterly data chats with teachers.

Person Responsible

Sabrina Session Jones

Schedule

Quarterly, from 9/11/2017 to 5/30/2018

Evidence of Completion

Data chat schedule, conference notes, samples of Admin./Coach Data chat forms

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

Administrators and the academic coach will review student leadership binders during classroom visits to monitor student progress and opportunities to discuss their data with stakeholders.

Person Responsible

Kimberly Chandler

Schedule

Biweekly, from 9/5/2017 to 9/5/2017

Evidence of Completion

Data conference logs, data chat forms, student data binders

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Students will successfully lead data chats with stakeholders regarding their academic data.

Person Responsible

Sabrina Session Jones

Schedule

Monthly, from 10/3/2018 to 10/3/2018

Evidence of Completion

Data conference logs, student leadership binders, observational data

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

🔑 G094476

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

🔑 B253757

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

🔑 S268038

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

On 9/13/2017

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.

Action Step 2 5

Administrators will create a "user friendly" guide to the school RTI process and facilitate a training to review expectations and school- wide systems.

Person Responsible

Sabrina Session Jones

Schedule

On 9/13/2017

Evidence of Completion

RTI guide, training agenda and sign in sheets

Action Step 3 5

Administrators will facilitate monthly RTI meetings to identify students in need of Tier III interventions and monitor their progress in safety programs.

Person Responsible

Susan Karst-Smith

Schedule

Monthly, from 8/30/2017 to 5/30/2018

Evidence of Completion

Meeting agendas, sign in sheets, progress monitoring graphs, RTI plans

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

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

Person Responsible

Sabrina Session Jones

Schedule

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

Evidence of Completion

Evidence of implementation will include RtI meeting agendas and RtI 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 Teachers will use data to plan individualized and differentiated centers. 4

S268039

Strategy Rationale

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

Action Step 1 5

Training will be provided to support teachers with understanding I-ready and achieve data reports.

Person Responsible

Sabrina Session Jones

Schedule

Monthly, from 8/28/2017 to 10/13/2017

Evidence of Completion

Training agendas, sign in sheets

Action Step 2 5

Administrators will monitor differentiated plans and delivery during classroom visits.

Person Responsible

Kimberly Chandler

Schedule

Daily, from 8/28/2017 to 5/30/2018

Evidence of Completion

Differentiated lesson plans, observational data and logs

Action Step 3 `5`

The academic coach will model a fishbowl to each grade level to demonstrate the process of effective center planning and teacher-led instruction.

Person Responsible

Tiffany Towns

Schedule

On 9/11/2017

Evidence of Completion

Common planning agenda, sign in sheet

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 RtI meetings, data chats and daily classroom walkthroughs.

Person Responsible

Kimberly Chandler

Schedule

Monthly, from 9/12/2017 to 5/30/2018

Evidence of Completion

iReady performance, Achieve 3000 progress, and Ongoing Progress Monitoring, teacher made assessments, classroom observation logs, RtI 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 9/12/2017 to 5/30/2018

Evidence of Completion

RTI plans 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
2018					
G1.B2.S1.A1 🔑 A356679	Students will maintain a Leadership Data Binder and review it weekly with their teacher to...	Session Jones, Sabrina	9/5/2017	Data conference logs, data binders	No End Date weekly
G2.B1.S1.MA1 🔑 M380991	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.MA1 🔑 M380990	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.B2.S1.MA1 🔑 M380988	Administrators and the academic coach will review student leadership binders during classroom...	Chandler, Kimberly	9/5/2017	Data conference logs, data chat forms, student data binders	9/5/2017 biweekly
G2.B1.S2.A3 🔑 A356687	The academic coach will model a fishbowl to each grade level to demonstrate the process of...	Towns, Tiffany	9/11/2017	Common planning agenda, sign in sheet	9/11/2017 one-time
G2.B1.S1.A1 🔑 A356682	Professional development will be provided to teachers to focus on understanding the Response to...	Session Jones, Sabrina	9/13/2017	Exit tickets will be completed by participants to identify three things they learned, two questions they have and one thing they will implement.	9/13/2017 one-time
G2.B1.S1.A2 🔑 A356683	Administrators will create a "user friendly" guide to the school RTI process and facilitate a...	Session Jones, Sabrina	9/13/2017	RTI guide, training agenda and sign in sheets	9/13/2017 one-time
G1.B1.S1.A2 🔑 A356676	Administrators will facilitate the unpacking of the vision of excellent instruction document during...	Chandler, Kimberly	9/5/2017	Common planning sign in sheets and agendas	10/5/2017 weekly
G2.B1.S2.A1 🔑 A356685	Training will be provided to support teachers with understanding I-ready and achieve data reports.	Session Jones, Sabrina	8/28/2017	Training agendas, sign in sheets	10/13/2017 monthly
G1.MA1 🔑 M380989	I-ready usage reports will be monitored weekly, Achieve 3000 data will be monitored monthly, Penda...	Session Jones, Sabrina	9/5/2017	Various data reports and student work samples	5/15/2018 semiannually
G2.MA1 🔑 M380994	To determine the effectiveness of the quarterly professional development, Rti data will be reviewed...	Chandler, Kimberly	9/19/2017	Increased percentage of students showing annual learning growth on blended learning platforms such as iReady and Achieve 3000.	5/30/2018 monthly
G1.B1.S1.MA1 🔑 M380985	Informal and formal observation data will be used to ensure implementation of quality, standards...	Session Jones, Sabrina	8/28/2017	Administrator and academic coach observation logs, student work samples, mid-year/ end of year student data	5/30/2018 daily
G1.B1.S1.MA1 🔑 M380986	Weekly administration led common planning agendas and sign in sheets and minutes of leadership team...	Session Jones, Sabrina	8/21/2017	Administrator observation logs, differentiated lesson plans, common planning agendas	5/30/2018 weekly
G1.B1.S1.A1 🔑 A356675	Administrators and the academic coach will facilitate weekly common planning with teachers using a...	Session Jones, Sabrina	8/21/2017	Informal and formal observation data will be used to ensure implementation of quality, standards aligned lesson, common planning agendas and sign-in log	5/30/2018 weekly
G1.B1.S1.A3 🔑 A356677	Teachers will bring work samples and/ or data to review during the common planning to determine the...	Towns, Tiffany	9/4/2017	Common planning agendas and sign in sheets, data analysis and student work protocol samples	5/30/2018 weekly
G1.B1.S1.A4 🔑 A356678	Administration and coach feedback to teachers after classroom visits will be aligned with the...	Session Jones, Sabrina	8/28/2017	Samples of feedback	5/30/2018 weekly
G1.B2.S1.A2 🔑 A356680	Teachers will implement progress monitoring/ accountability systems to assess student mastery of...	Towns, Tiffany	8/30/2017	Student accountability system, iReady incentive charts and data boards	5/30/2018 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A3 🔑 A356681	Administrators and coaches will facilitate quarterly data chats with teachers.	Session Jones, Sabrina	9/11/2017	Data chat schedule, conference notes, samples of Admin./Coach Data chat forms	5/30/2018 quarterly
G2.B1.S1.A3 🔑 A356684	Administrators will facilitate monthly RTI meetings to identify students in need of Tier III...	Karst-Smith, Susan	8/30/2017	Meeting agendas, sign in sheets, progress monitoring graphs, RTI plans	5/30/2018 monthly
G2.B1.S2.MA1 🔑 M380992	Monitor the development of written plans and ongoing progress monitoring with focus on teacher...	Chandler, Kimberly	9/12/2017	RTI plans and Rti Team agendas	5/30/2018 monthly
G2.B1.S2.MA1 🔑 M380993	Principal and Assistant Principal will monitor the fidelity of implementation of Rti for students...	Chandler, Kimberly	9/12/2017	iReady performance, Achieve 3000 progress, and Ongoing Progress Monitoring, teacher made assessments, classroom observation logs, RtI meeting agendas	5/30/2018 monthly
G2.B1.S2.A2 🔑 A356686	Administrators will monitor differentiated plans and delivery during classroom visits.	Chandler, Kimberly	8/28/2017	Differentiated lesson plans, observational data and logs	5/30/2018 daily
G1.B2.S1.MA1 🔑 M380987	Students will successfully lead data chats with stakeholders regarding their academic data.	Session Jones, Sabrina	10/3/2018	Data conference logs, student leadership binders, observational data	10/3/2018 monthly

V. Professional Development Opportunities

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

G1. If rigorous, data- driven lessons are planned and delivered then student proficiency will increase.

G1.B1 Content knowledge

G1.B1.S1 Teachers will plan and deliver standards aligned lessons.

PD Opportunity 1

Administrators and the academic coach will facilitate weekly common planning with teachers using a system of protocols to plan aligned lessons, analyze student work and analyze data.

Facilitator

Principal, Assistant Principal, Instructional Coach

Participants

Classroom teachers

Schedule

Weekly, from 8/21/2017 to 5/30/2018

PD Opportunity 2

Administrators will facilitate the unpacking of the vision of excellent instruction document during common planning.

Facilitator

Session-Jones, Sabrina and Morris, Derrielle

Participants

ESE and General Education Classroom Teachers

Schedule

Weekly, from 9/5/2017 to 10/5/2017

G2. If teachers implement multi-tiered support based on student 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 Councelor

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

On 9/13/2017

PD Opportunity 2

Administrators will create a "user friendly" guide to the school RTI process and facilitate a training to review expectations and school- wide systems.

Facilitator

Principal

Participants

Classroom teachers

Schedule

On 9/13/2017

G2.B1.S2 Teachers will use data to plan individualized and differentiated centers.

PD Opportunity 1

Training will be provided to support teachers with understanding I-ready and achieve data reports.

Facilitator

I-ready trainers, academic coach, principal

Participants

classroom teachers, ESE support staff

Schedule

Monthly, from 8/28/2017 to 10/13/2017

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 and the academic coach will facilitate weekly common planning with teachers using a system of protocols to plan aligned lessons, analyze student work and analyze data.	$0.00
2	G1.B1.S1.A2	Administrators will facilitate the unpacking of the vision of excellent instruction document during common planning.	$0.00
3	G1.B1.S1.A3	Teachers will bring work samples and/or data to review during the common planning to determine the impact of instruction on student learning.	$0.00
4	G1.B1.S1.A4	Administration and coach feedback to teachers after classroom visits will be aligned with the Vision of Excellent Instruction.	$0.00
5	G1.B2.S1.A1	Students will maintain a Leadership Data Binder and review it weekly with their teacher to demonstrate ownership of their learning.	$0.00
6	G1.B2.S1.A2	Teachers will implement progress monitoring/ accountability systems to assess student mastery of center and blended learning activities.	$0.00
7	G1.B2.S1.A3	Administrators and coaches will facilitate quarterly data chats with teachers.	$0.00
8	G2.B1.S1.A1	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.	$0.00
9	G2.B1.S1.A2	Administrators will create a "user friendly" guide to the school RTI process and facilitate a training to review expectations and school- wide systems.	$0.00
10	G2.B1.S1.A3	Administrators will facilitate monthly RTI meetings to identify students in need of Tier III interventions and monitor their progress in safety programs.	$0.00
11	G2.B1.S2.A1	Training will be provided to support teachers with understanding I-ready and achieve data reports.	$0.00
12	G2.B1.S2.A2	Administrators will monitor differentiated plans and delivery during classroom visits.	$0.00
13	G2.B1.S2.A3	The academic coach will model a fishbowl to each grade level to demonstrate the process of effective center planning and teacher-led instruction.	$0.00
		Total:	$0.00