Biltmore Elementary School

2018-19 Schoolwide Improvement Plan

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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)	**2017-18 Title I School**	**2017-18 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	2017-18	2016-17	2015-16	2014-15
Grade	D	C	D	C*

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a 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.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

To grow great leaders beyond the classroom.

School Leadership Team

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

Name	Title
Session Jones, Sabrina	Principal
Karst-Smith, Susan	Teacher, ESE
Kuo, Josephine	Teacher, K-12
Axon, Crystal	Teacher, K-12
Johnson, Linda	School Counselor
Chandler, Kimberly	Instructional Coach
Towns, Tiffany	Assistant Principal

Duties

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 2/3 interventions, ensure implementation of SIP strategies.

Exceptional Student Education Lead Teacher: Consult with General Education Teachers to provide additional strategies and interventions to support various levels of support. Ensures that IEPs are in compliance and supports teachers will the implementation of IEP goals, effective parental involvement protocols, and appropriate monitoring and documentation of services.

School Reading 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, leads common planning, and coaching learning cycles.

School Counselor/ ESE Lead Teacher: 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. Ensures proper social, emotional supports and services are implemented as needed.

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

Early Warning Systems

Year 2017-18

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	23	23	17	14	15	15	0	0	0	0	0	0	0	107
One or more suspensions	4	4	0	4	6	6	0	0	0	0	0	0	0	24
Course failure in ELA or Math	1	5	2	3	1	1	0	0	0	0	0	0	0	13
Level 1 on statewide assessment	0	0	0	10	11	22	0	0	0	0	0	0	0	43

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	8	12	14	17	19	16	0	0	0	0	0	0	0	86

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	1	3	2	1	0	0	0	0	0	0	0	7

Date this data was collected
Monday 7/23/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The data component that performed the lowest is lowest quartile learning gains in reading and mathematics. This is not a trend as the previous year's lowest quartile gains were 14 percentage points and 49 percentage points increase respectively.

Which data component showed the greatest decline from prior year?

The greatest decline was lowest quartile math gains.

Which data component had the biggest gap when compared to the state average?

The biggest gap when compared to the state average was ELA lowest quartile gains.

Which data component showed the most improvement? Is this a trend?

The data component showing the most improvement is science. This is the trend as an analysis of data over the last three years has shown continuous improvement in this area.

Describe the actions or changes that led to the improvement in this area.

I attribute improvement in science to consistent monitoring of student achievement data on district assessments, the development of FOCUS calendars and responsiveness to identified learning needs by provided targeted and intentional instruction.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	35%	50%	56%	38%	46%	52%
ELA Learning Gains	38%	51%	55%	58%	49%	52%
ELA Lowest 25th Percentile	24%	46%	48%	50%	45%	46%
Math Achievement	54%	61%	62%	41%	57%	58%
Math Learning Gains	43%	59%	59%	32%	60%	58%
Math Lowest 25th Percentile	24%	48%	47%	28%	49%	46%
Science Achievement	39%	55%	55%	19%	49%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	23 (30)	23 (14)	17 (20)	14 (17)	15 (8)	15 (10)	107 (99)
One or more suspensions	4 (2)	4 (2)	0 (3)	4 (1)	6 (3)	6 (4)	24 (15)
Course failure in ELA or Math	1 (11)	5 (3)	2 (4)	3 (0)	1 (1)	1 (0)	13 (19)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	10 (3)	11 (10)	22 (14)	43 (27)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	26%	50%	-24%	57%	-31%
	2017	28%	51%	-23%	58%	-30%
Same Grade Comparison		-2%				
Cohort Comparison						

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2018	17%	49%	-32%	56%	-39%
	2017	17%	52%	-35%	56%	-39%
Same Grade Comparison		0%				
Cohort Comparison		-11%				
05	2018	30%	51%	-21%	55%	-25%
	2017	38%	48%	-10%	53%	-15%
Same Grade Comparison		-8%				
Cohort Comparison		13%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	50%	59%	-9%	62%	-12%
	2017	50%	62%	-12%	62%	-12%
Same Grade Comparison		0%				
Cohort Comparison						
04	2018	37%	60%	-23%	62%	-25%
	2017	61%	64%	-3%	64%	-3%
Same Grade Comparison		-24%				
Cohort Comparison		-13%				
05	2018	63%	61%	2%	61%	2%
	2017	50%	57%	-7%	57%	-7%
Same Grade Comparison		13%				
Cohort Comparison		2%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	22%	56%	-34%	55%	-33%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	53	65		51	42						
BLK	35	33	13	53	38	20	36				
WHT	31	64		63	73						
FRL	34	37	24	53	43	24	41				

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	7			20							
BLK	29	60	58	50	59	77	23				
WHT	20										
FRL	30	64	64	53	60	75	25				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Student Learning Gains
Rationale	If we design timely, differentiated instructional experiences in response to individual student performance on formal and informal assessments then learning will increase for all students in all subject areas.
Intended Outcome	• Increase FSA ELA Gains 38% to 48% • Increase FSA ELA BQ Gains 24% to 44% • Increase FSA Math Gains 43% to 48% • Increase FSA Math BQ Gains 24% to 44%
Point Person	Sabrina Session Jones (sessions@duvalschools.org)

Action Step	
Description	1. Design timely, differentiated instructional experiences in response to individual student performance on formal and informal assessments then learning. 2. Administrators, guidance counselor, ESE Lead teacher, reading coach, reading interventionist and teacher representatives will meet bi-weekly to progress monitor students receiving tier II and tier III supports. 3. Weekly lesson plans will include detailed, differentiated learning experiences aligned with student needs and standards. 4. Teachers will bring work samples and/or data to review during the common planning to determine the impact of instruction on student learning and make adjustments as needed. 5. Teachers will plan standards aligned field experiences (field trips) to expand student knowledge about important topics.
Person Responsible	Sabrina Session Jones (sessions@duvalschools.org)

Plan to Monitor Effectiveness	
Description	Leadership team meeting minutes will demonstrate focus on student progress monitoring and strategic supports. Bi-weekly wrap around team meetings to review data of students receiving tier II and tier III interventions to determine progress toward targets and make adjustments as needed. Observational data and teacher surveys will demonstrate implementation of new strategies as noted in the action steps.
Person Responsible	Susan Karst-Smith (smiths30@duvalschools.org)

Activity #2	
Title	Progress Monitoring of Student Learning
Rationale	If we increase knowledge about effective strategies to assess and interpret student learning then teachers will be better equipped to identify levels of readiness and respond to individual learning needs.
Intended Outcome	• Increase FSA ELA Gains 38% to 48% • Increase FSA ELA BQ Gains 24% to 44% • Increase FSA Math Gains 43% to 48% • Increase FSA Math BQ Gains 24% to 44%
Point Person	Sabrina Session Jones (sessions@duvalschools.org)
Action Step	
Description	1. The reading coach will train teachers to use the Benchmark Reading Assessment, Leveled Literacy Intervention System, running records and reading conferences. 2. Administrators will collaborate with DAT to provide ongoing professional development to train teachers to use data effectively. 3. Administrators will develop clear systems for progress monitoring in a comprehensive school based reading program.
Person Responsible	Sabrina Session Jones (sessions@duvalschools.org)
Plan to Monitor Effectiveness	
Description	Administrator observational data will show fidelity of implementation of new strategies. Students and teachers can articulate specific learning targets and strategies. A tracking sheet will be available to appropriate personnel to consistently update student data. Teacher professional development surveys and self- assessments will provide feedback regarding PD.
Person Responsible	Sabrina Session Jones (sessions@duvalschools.org)

Activity #3	
Title	Positive Behavior Supports
Rationale	If we increase stakeholder understanding of the SW-PBIS framework, student social and emotional outcomes will improve.
Intended Outcome	Reduce Discipline referrals Increase BOQ fidelity measures Improve school learning environment ratings on the Gallop Survey
Point Person	Sabrina Session Jones (sessions@duvalschools.org)

Action Step	
Description	1. The PBIS team will implement a "case management" type system to monitor and support students needing tier II and tier III behavior interventions. 2. Fully implement Saxon Harmony school-wide. 3. Collaborate with Office of Student Discipline and Support to plan and deliver ongoing PBIS "reboot" training. 4. Develop clearly defined expectations and understanding of classroom managed and office managed infractions.
Person Responsible	Sabrina Session Jones (sessions@duvalschools.org)

Plan to Monitor Effectiveness	
Description	Monitor referral data monthly. Use classroom walk through tools available on PBIS to track beginning of the year, mid year and end of year growth. School culture survey data. Parent survey data.
Person Responsible	Sabrina Session Jones (sessions@duvalschools.org)

Activity #4	
Title	Developing Teachers and Instructional Support Staff
Rationale	Through a shared school approach, defined by school population, size, and content data needs analysis, hire an additional assistant principal with a primary focus on providing additional coaching support to content area teachers of students who are in a state assessed grade and/or course.
Intended Outcome	Supporting and helping to develop highly effective teachers that will invest in increased student achievement in all subject areas and the school improving.
Point Person	Sabrina Session Jones (sessions@duvalschools.org)
Action Step	
Description	o Provide additional/supplemental leadership Instructional support focused on increasing student achievement and closing the achievement gap in tested grades; o Serves as Assistant Principal of grade level ELA, Math, and Science learning communities; o Monitor the success of all students in the learning environment; ensure alignment of the curriculum, instruction, and assessment processes to promote effective student performance; and support the effective use of benchmarks, learning, and expectations feedback measures to instructional staff to ensure accountability for all participants engaged in the educational process. o Support and promote a positive learning culture; provide support and framework for effective standards based instructional program delivery; and coaching instructional staff in the application of best practices for increasing student learning, especially in the area of reading, mathematics, and other foundational skills.
Person Responsible	Sabrina Session Jones (sessions@duvalschools.org)
Plan to Monitor Effectiveness	
Description	*Frequently following up after each coaching cycle with the teachers and the students. *Increased student achievement and student performance *Observational data: positive learning culture, standard based instruction
Person Responsible	Sabrina Session Jones (sessions@duvalschools.org)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

The build positive relationships with stakeholders, the school will provide a variety of engagement opportunities. Eight parental involvement activities will be implemented during the school year at various times to accommodate parent schedules. Faith based and business partnerships will be maximized by inviting partners to participate and support student activities and incentive plans. Parent input is of the

utmost importance, for this reason parent feedback will be collected after each event. Parent communication will be increased using the automated phone system, school webpage, student agendas and a monthly newsletter to keep parents abreast of school events. Stakeholders are encouraged to actively participate in SAC and PTA.

PFEP Link

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

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
Saxon Harmony implementation in all classrooms
Second Step Curriculum
Social Skills lessons taught by ESE teachers

Faculty 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. Teachers incorporate the seven habits into their daily instruction. Teachers capitalize on the seven habits when conferencing with students and their parents.

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.

Students will be encouraged to identify a career choice of interest and explore the various reading Lexile levels needed to obtain their career of interest using the Achieve 3000 blended learning platform. Students will create a plan to reach their Lexile goal for their desired career.

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 leadership team meets weekly to monitor school-wide implementation of SIP goals and strategies and monitor academic and behavioral data. The leadership team is comprised of the principal, assistant principal, ESE Lead Teacher, reading coach, guidance counselor and teacher representation. The team meets bi-weekly to progress monitor students needing Tier I, Tier II and Tier III supports. Research based interventions are implemented for a period of four to six weeks.This team has a case management type structure to ensure that students' emotional, social and academic needs are met. The reading coach supports teachers by providing professional development and supporting teachers improve their craft. Support is provided based on student achievement data, classroom observation data, teacher requests, and administrator referrals.

The administrators are actively involved in weekly teacher common planning. The resource schedule is structures to allow teachers release time to receive job embedded professional growth opportunities. The goal of common planning is to review student work, discuss student data, develop and understanding of standards and curriculum and provide professional development 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 coach (4) provide a classroom paraprofessional and (5) field learning experiences for students.

Additional SAI and USIG Funds are allocated to provide resources to support Supplemental Academic Instruction to the identified bottom quartile and low socio-economic subgroups of students in ELA, math, and science. In addition to using resources for academic improvement and critical support personnel positions. All federal and local funds are used to help improve student achievement and socio-emotional growth.

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

Students will be encouraged to identify a career choice of interest and explore the various reading Lexile levels needed to obtain their career of interest using the Achieve 3000 blended learning platform. Students will create a plan to reach their Lexile goal for their desired career. A career expo will be held in the Spring to expose students to variety of career choices.

Part V: Budget

Total:	**$134,923.75**