Biltmore Elementary School

2019-20 Schoolwide Improvement Plan

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Biltmore Elementary School

2101 W PALM AVE, Jacksonville, FL 32254

http://www.duvalschools.org/biltmore

Demographics

Principal: Sabrina Session Jones

Start Date for this Principal: 7/30/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* White Students* Economically Disadvantaged Students*
School Grades History	2018-19: C (49%) 2017-18: D (37%) 2016-17: C (52%) 2015-16: D (38%) 2014-15: C (46%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan was approved by the Duval County School Board on 10/1/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	C	D	C	D

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SIP Authority

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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. 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	Job Duties and Responsibilities
Session Jones, Sabrina	Principal	Provides a shared vision and mission for the school. Ensures data driven decision making, continuous professional development, and retention of highly qualified teachers and staff. The principal provides instructional leadership to ensure State standards are taught in a safe learning environment and students make adequate progress toward school goals. Manages school operations and responsible fiscal allocations.
Karst-Smith, Susan	Teacher, ESE	Consult with special education and general education teachers to provide additional strategies and interventions to support MTSS and implementation of IEP/504 accomodations according to State and Federal regulaitons.
Kuo, Josephine	Teacher, K-12	Provide information about instruction and effective instructional practices, deliver and collaborate with teachers with the delivery of MTSS.
Axon, Crystal	Teacher, K-12	Provide information about instruction and effective instructional practices, deliver and collaborate with teachers with the delivery of MTSS.
Chandler, Kimberly	Instructional Coach	Provide and facilitate professional development to assist inproblem solving. In addition, the coach shares evidenced based resources and best practices, provide assistance of problem solving through data collection, data analysis, and coaching.
Towns, Tiffany	Assistant Principal	The assistant principal supports the principal with instructional leadership responsibilities, specifically math and science. Monitors early warning indicators such as absenteism and severe behavior issues and ensure that appropriate wrap around services are provided to the students and/or family.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	55	51	66	50	66	55	0	0	0	0	0	0	0	343
Attendance below 90 percent	22	24	20	22	16	11	0	0	0	0	0	0	0	115
One or more suspensions	7	2	4	4	5	5	0	0	0	0	0	0	0	27
Course failure in ELA or Math	2	4	1	8	0	1	0	0	0	0	0	0	0	16
Level 1 on statewide assessment	0	0	0	14	22	0	0	0	0	0	0	0	0	36

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	20	30	35	20	28	29	0	0	0	0	0	0	0	162

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	2	4	1	8	0	1	0	0	0	0	0	0	0	16
Students retained two or more times	0	0	0	0	0	3	0	0	0	0	0	0	0	3

FTE units allocated to school (total number of teacher units)

25

Date this data was collected or last updated

Tuesday 7/30/2019

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	8	12	14	17	19	16	0	0	0	0	0	0	0	86

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	8	12	14	17	19	16	0	0	0	0	0	0	0	86

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	42%	50%	57%	28%	49%	55%
ELA Learning Gains	52%	56%	58%	61%	56%	57%
ELA Lowest 25th Percentile	58%	50%	53%	64%	54%	52%
Math Achievement	54%	62%	63%	52%	62%	61%
Math Learning Gains	54%	63%	62%	59%	63%	61%
Math Lowest 25th Percentile	48%	52%	51%	77%	54%	51%
Science Achievement	33%	48%	53%	22%	50%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	55 (0)	51 (0)	66 (0)	50 (0)	66 (0)	55 (0)	343 (0)
Attendance below 90 percent	22 (23)	24 (23)	20 (17)	22 (14)	16 (15)	11 (15)	115 (107)
One or more suspensions	7 (4)	2 (4)	4 (0)	4 (4)	5 (6)	5 (6)	27 (24)
Course failure in ELA or Math	2 (1)	4 (5)	1 (2)	8 (3)	0 (1)	1 (1)	16 (13)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	14 (10)	22 (11)	0 (22)	36 (43)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	36%	51%	-15%	58%	-22%
	2018	26%	50%	-24%	57%	-31%
Same Grade Comparison		10%				
Cohort Comparison						
04	2019	23%	52%	-29%	58%	-35%
	2018	17%	49%	-32%	56%	-39%

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
Same Grade Comparison		6%				
Cohort Comparison		-3%				
05	2019	16%	50%	-34%	56%	-40%
	2018	30%	51%	-21%	55%	-25%
Same Grade Comparison		-14%				
Cohort Comparison		-1%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	54%	61%	-7%	62%	-8%
	2018	50%	59%	-9%	62%	-12%
Same Grade Comparison		4%				
Cohort Comparison						
04	2019	38%	64%	-26%	64%	-26%
	2018	37%	60%	-23%	62%	-25%
Same Grade Comparison		1%				
Cohort Comparison		-12%				
05	2019	30%	57%	-27%	60%	-30%
	2018	63%	61%	2%	61%	2%
Same Grade Comparison		-33%				
Cohort Comparison		-7%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2019	16%	49%	-33%	53%	-37%
	2018	22%	56%	-34%	55%	-33%
Same Grade Comparison		-6%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2017-18**	**C & C Accel 2017-18**
SWD	59	67	60	55	71	70	50				
BLK	41	52	59	53	51	44	29				
WHT	58			67							
FRL	40	49	56	52	49	47	27				

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				
2017 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 2015-16	C & C Accel 2015-16
SWD	7			20							
BLK	29	60	58	50	59	77	23				
WHT	20										
FRL	30	64	64	53	60	75	25				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	341
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	62
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	47
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	63
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

> ### Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

The lowest performance area was science. Science proficiency decreased six percentage points. A contributing factor to last year's low performance was issues with staffing. A novice teacher was hired in January. However, the teacher was striving to understand standards.

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

Overall, the school improved in all areas. However, an analysis of raw data showed a decrease in fifth grade math proficiency. A contributing factor to this decrease was issues with staffing. A novice teacher was hired in January.

> **Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

The component showing the largest gap when compared to the state average was ELA proficiency (15 pts). Although the gap is closing, data shows that students struggle with integration of knowledge of ideas and craft and structure categories.

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

The area that showed the most improvement was ELA lowest 25. This component increased 34 points. New actions our school took was to include SLA teachers in common planning with general education teachers and professional development on understanding Florida Standards Access Points and aligned activities.

> **Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

Areas of concern are students having less than 90% attendance and students having one or more suspensions.

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

1. Science proficiency
2. Reading Proficiency
3. Math Proficiency
4. Math Gains
5. Culture and Climate

Part III: Planning for Improvement

> ### Areas of Focus:

#1	
Title	Increase reading proficiency
Rationale	Reading proficiency increased seven points. However, reading proficiency is eight percentage points below the district and state proficiency average.
State the measurable outcome the school plans to achieve	Increase reading proficiency from 42 percent to 48 percent as measured by the Florida Standards Assessments (FSA) by May 2020.
Person responsible for monitoring outcome	Sabrina Session Jones (sessions@duvalschools.org)
Evidence-based Strategy	Use graphic organziers to help readers extract meaning, remember and retrieve information to improve comprehension.
Rationale for Evidence-based Strategy	Many students, especially students with learning disabilities have difficulty understanding how text is organized. Graphic organizers will help students comprehend and remember what they read. Effect size (.60) Supporting Research: Ausubel, D. P. (1960). The use of advanced organizers in the learning and retention of meaningful behavior. Journal of Educational Psychology, 51, 267-272. http://dx.doi.org/10.1037/h0046669 Boulware, B., & Jones, C. (2009). Book characters' choices: Helping students interpret their action. Childhood Education, 85(3), 178-G. Merkley, D. M., & Jefferies, D. (2000). Guidelines for implementing a graphic organizer. Reading Teacher, 54(4), 350-357.

Action Step	
Description	1. The reading coach will provide professional development on implementing graphic organizers effectively using the gradual release of responsibility model during the first quarter of school. 2. Administrators and reading coach will monitor implementation of graphic organizers during classroom walkthroughs and provide feedback to teachers. 3. The administrators, coach, and teachers will analyze student work during common planning. 4. Teachers will plan lessons and assign tasks aligned to the standards. 5. Teachers will use item specifications and achievement level descriptors to deeply understand levels of complexity and task demands to increase opportunities for scaffolding.
Person Responsible	Kimberly Chandler (chandlerk@duvalschools.org)

#2	
Title	Increase math proficiency
Rationale	The math proficiency maintained at 54 percent proficiency. It is an expectation that our students will demonstrate continuous improvement in the area of mathematics. Math proficiency is eight percentage points below the district average.

State the measurable outcome the school plans to achieve	Increase math proficiency from 54% to 60% as measured by the Florida Standards Assessment (FSA) by May 2020.
Person responsible for monitoring outcome	Tiffany Towns (townst@duvalschools.org)
Evidence-based Strategy	Teachers will regularly check student performance and provide effective feedback to shape and improve student work.
Rationale for Evidence-based Strategy	Frequent feedback to learners informs them about their progress and increases student ownership. Effect Size: (0.75)

Action Step	
Description	1. The reading coach will provide professional development on effective feedback and adult questioning skills. 2. Administrators will "look for" evidence of quality feedback provided to student both orally and in writing on student work. 3. Implement Acaletics and Reflex Math to increase student fluency and standards mastery. 4. Cultivate adult skills to effectively interact with students using language that promotes strategy and process through a faculty book study on Mindset Growth theory. 5. Students will maintain data notebooks and participate in frequent teacher and student data chats. 6. A part time hourly teacher will provide Tier II and Tier III interventions.
Person Responsible	Tiffany Towns (townst@duvalschools.org)

#3	
Title	Culture and Climate
Rationale	Severe behavior and academic issues negatively impact student learning, school culture and teacher well-being. Students having five or more disciplinary referrals consistently performed below grade level on the FSA.

State the measurable outcome the school plans to achieve	Reduce class 1 office referrals by 25% by May 2020.
Person responsible for monitoring outcome	Sabrina Session Jones (sessions@duvalschools.org)
Evidence-based Strategy	Stenghten adult skills in effectively implementing multitiered system support (MTSS).
Rationale for Evidence-based Strategy	The goal of MTSS is to prevent, reverse, and minimize behavior and academic problems while promoting social, emotional, and academic success. If students receive the services they receive they need when they need them then student behavior will improve and student learning will increase. Effect Size: (1.07) Supporting Research: Walker, H. M., Horner, R. H., Sugai, G., Bullis, M.,Sprague, J. R., Bricker, D., & Kaufman, M. J. (1996). Integrated approaches to preventing antisocial behavior patterns among school-age children and youth. Journal of Emotional and Behavioral Disorders, 4, 194 –209. http://dx.doi.org/ 10.1177/106342669600400401 Horner, R., Sugai, G., Smolkowski, K., Eber, L., Nakasato, J., Todd, A., & Esperanza, J. (2009). A randomized, wait-list controlled effectiveness trial assessing school-wide positive behavior support in elementary schools. Journal of Positive Behavior Interventions, 11, 133–144. http://dx.doi.org/ 10.1177/1098300709332067

Action Step	
Description	1. Administrators and a lead teacher will attend District MTSS Train the trainer training and provide training to faculty. 2. Paraprofessionals will be trained in intervention programs and support small group instruction. 3. Administrators and the ESE Lead Teacher will frequently collaborate with grade level teams about student data and MTSS. 4. Implement social emotional learning program- Calm Classroom 5. Implement intervention resources and personnel to support the MTSS process with fidelity (I.e., paraprofessionals, part time hourly tutor, supplemental reading and math resources).
Person Responsible	Susan Karst-Smith (smiths30@duvalschools.org)

#4	
Title	Increase science proficieny
Rationale	Science proficiency decreased from 39 percent to 33 percent. School proficiency is 15 percentage points below the district average.

State the measurable outcome the school plans to achieve	Science proficiency will increase to 40% from 33% as measured by the Florida State Assessment (FSA) by May 2020.
Person responsible for monitoring outcome	Sabrina Session Jones (sessions@duvalschools.org)
Evidence-based Strategy	Direct instruction on background knowledge.
Rationale for Evidence-based Strategy	Activating students' background knowledge by teaching unknown vocabulary, clarification of difficult concepts, and immersing students in experiences improves their understanding.

Action Step	
Description	1. Frequent hands on activities/experiments. 2. Integration of Achieve 3000 articles and science readers in small groups. 3. Attend field trips and experiences aligned to Florida Standards. 4. Incorporate Study Island in the science block to build concept knowledge. 5. Use science Acaletics to provide a spiraling review of standards.
Person Responsible	Tiffany Towns (townst@duvalschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

NA

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 Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 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
Calm Classroom will be implemented this year

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. The VPK teacher presents a transition to kindergarten PowerPoint at the end of the school year.

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 attend an assembly facilitated by a middle school administrator 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

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

1	III.A.	Areas of Focus: Increase reading proficiency	$0.00
2	III.A.	Areas of Focus: Increase math proficiency	$0.00
3	III.A.	Areas of Focus: Culture and Climate	$0.00
4	III.A.	Areas of Focus: Increase science proficieny	$0.00
		Total:	$0.00