

Duval County Public Schools

Biltmore Elementary School



2021-22 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: 7/1/2016

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

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

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 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	89%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	D

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<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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position 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. In addition, the principal monitors school wide MTSS process. Manages school operations and fiscal allocations aligned with school goals.
Towns, Tiffany	Assistant Principal	The assistant principal supports the principal with instructional leadership responsibilities, specifically math and science. Monitors early warning indicators such as absenteeism and severe behavior issues and ensures that appropriate wrap around services are provided to the students and/ or family.
Karst-Smith, Susan	Other	Consult with general education teachers to provide tier 3 supports to students, additional strategies and interventions to support MTSS.
Ihnken, Jullian	School Counselor	Monitor absenteeism and SEL programs at the school. In addition, monitor and coordinate wrap around services, classroom guidance based on school data, 504 development, MDRT and serves on the MTSS team.
Clinch, Anastasia	Reading Coach	Facilitate professional development to ensure quality instruction for all students. In addition, the coach provides instructional support to teachers in the delivery of standards based and aligned instruction. The coach shared evidenced based resources and best practices, provides assistance of problem solving through data collection, data analysis, and coaching.
Jensen, Kim	Teacher, ESE	Consult with special education and general education teachers to provide additional strategies and interventions to support MTSS and implementation of IEP/504 accommodations/modifications according to State and Federal regulations to ensure compliancy.
Axon, Crystal	Teacher, K-12	Provide information about instruction in the classroom, deliver and and collaborate with teachers to ensure SIP goals progress

Demographic Information

Principal start date

Friday 7/1/2016, Sabrina Session Jones

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

Total number of teacher positions allocated to the school

19

Total number of students enrolled at the school

198

Identify the number of instructional staff who left the school during the 2020-21 school year.

2

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

2

Demographic Data

Early Warning Systems

2021-22

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	28	25	27	35	52	30	0	0	0	0	0	0	0	197
Attendance below 90 percent	18	13	16	23	30	19	0	0	0	0	0	0	0	119
One or more suspensions	1	0	2	3	6	1	0	0	0	0	0	0	0	13
Course failure in ELA	0	0	2	2	2	0	0	0	0	0	0	0	0	6
Course failure in Math	0	0	1	1	4	0	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	14	24	19	0	0	0	0	0	0	0	57
Level 1 on 2019 statewide FSA Math assessment	0	0	0	15	23	22	0	0	0	0	0	0	0	60
Number of students with a substantial reading deficiency	13	20	19	24	38	19	0	0	0	0	0	0	0	133

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	0	18	12	21	40	19	0	0	0	0	0	0	0	110

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	1	3	2	7	0	0	0	0	0	0	0	0	13
Students retained two or more times	0	1	5	3	13	12	0	0	0	0	0	0	0	34

Date this data was collected or last updated

Friday 7/30/2021

2020-21 - 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	
Number of students enrolled	35	43	51	57	34	49	0	0	0	0	0	0	0	269
Attendance below 90 percent	0	0	4	11	14	21	0	0	0	0	0	0	0	50
One or more suspensions	0	2	4	1	4	6	0	0	0	0	0	0	0	17
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	3	3	8	20	22	38	0	0	0	0	0	0	0	94

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	
Students retained two or more times	0	3	2	6	2	4	0	0	0	0	0	0	0	17

2020-21 - 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	
Number of students enrolled	35	43	51	57	34	49	0	0	0	0	0	0	0	269
Attendance below 90 percent	0	0	4	11	14	21	0	0	0	0	0	0	0	50
One or more suspensions	0	2	4	1	4	6	0	0	0	0	0	0	0	17
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	3	3	8	20	22	38	0	0	0	0	0	0	0	94

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	
Students retained two or more times	0	3	2	6	2	4	0	0	0	0	0	0	0	17

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				42%	50%	57%	35%	50%	56%
ELA Learning Gains				52%	56%	58%	38%	51%	55%
ELA Lowest 25th Percentile				58%	50%	53%	24%	46%	48%
Math Achievement				54%	62%	63%	54%	61%	62%
Math Learning Gains				54%	63%	62%	43%	59%	59%
Math Lowest 25th Percentile				48%	52%	51%	24%	48%	47%
Science Achievement				33%	48%	53%	39%	55%	55%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	36%	51%	-15%	58%	-22%
Cohort Comparison						
04	2021					
	2019	23%	52%	-29%	58%	-35%
Cohort Comparison		-36%				
05	2021					
	2019	16%	50%	-34%	56%	-40%
Cohort Comparison		-23%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	54%	61%	-7%	62%	-8%
Cohort Comparison						
04	2021					
	2019	38%	64%	-26%	64%	-26%
Cohort Comparison		-54%				
05	2021					
	2019	30%	57%	-27%	60%	-30%
Cohort Comparison		-38%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	16%	49%	-33%	53%	-37%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Grades 3-5 District Progress Monitoring Assessment (PMA)

Grades K-2 (IReady Math/Reading)

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	10	8	31
	Economically Disadvantaged	8	5	29
	Students With Disabilities	0	10	20
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	11	5	42
	Economically Disadvantaged	8	0	43
	Students With Disabilities	18	14	10
	English Language Learners			
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	10	21	46
	Economically Disadvantaged	13	21	45
	Students With Disabilities	0	7	38
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	10	28	52
	Economically Disadvantaged	13	33	50
	Students With Disabilities	0	18	29
	English Language Learners			

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	40	30	43
	Economically Disadvantaged	37	27	41
	Students With Disabilities	25	11	30
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	52	22	36
	Economically Disadvantaged	50	19	33
	Students With Disabilities	57	22	30
	English Language Learners			
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	11	16	23
	Economically Disadvantaged	11	14	19
	Students With Disabilities	8	0	0
	English Language Learners	0	0	50
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	29	36	21
	Economically Disadvantaged	22	29	25
	Students With Disabilities	9	17	11
	English Language Learners	50	50	50

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	37	52	47
	Economically Disadvantaged	29	53	41
	Students With Disabilities	20	0	0
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	40	45	35
	Economically Disadvantaged	39	40	28
	Students With Disabilities	0	0	0
	English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	25	43	20
	Economically Disadvantaged	22	42	17
	Students With Disabilities	17	17	0
	English Language Learners			

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	30	24		42	47		31				
BLK	33	33		41	54		32				
WHT	36			45							
FRL	32	31		39	58		23				
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	38
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	189
Total Components for the Federal Index	5
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
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	
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	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
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	41
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	37
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Reading performance is consistently below 50 percent on the progress monitoring assessment. There is a large performance gap for students with disabilities in first and second grade. Science proficiency was at 20 percent. This data is consistent with last year's data on the state assessment.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The greatest need for improvement is in the areas of reading and science. Fourth grade performed far below other grade levels so additional supports will be needed to address the individual needs of the rising fifth grade students.

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

Attendance was a contributing factor. Strategies will be implemented to enhance the school culture and motivate students to attend school regularly. Increasing face to face instruction the upcoming school year will aide teachers in providing real time feedback on student performance to improve their outcomes.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Reading performance was better on the progress monitoring assessment at the primary grades.

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

Improved RTI practices.

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

Quality feedback, direct instruction, informal assessments, and guided reading,

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development in student progress monitoring and data analysis to target and address student instructional needs. Other professional needs will be addressed during PLCs.

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

The implementation of part time hourly tutors during the school day to address math and reading will provide students additional time for face to face instruction with an adult.

Part III: Planning for Improvement

Areas of Focus:

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

An analysis of FSA trend data showed a gap between school data when compared to district and state performance data in the areas of reading gains and proficiency.

Measurable Outcome: Increase reading learning gains from 32% to 50% as measured by the 2021-2022 Florida Standards Assessment (FSA) by May 2022.

Monitoring: An analysis of school data shows a gap in school performance as compared to district and state performance in the area of student proficiency in math and reading.

Person responsible for monitoring outcome: Sabrina Session Jones (sessions@duvalschools.org)

Evidence-based Strategy: Enhance school-wide Response to Intervention (RTI) practices. Students in need of tier ii and tier iii intervention will be identified at the beginning of the school year after the administration of the universal screener. School-wide practices will be enhanced to improve consistency in progress monitoring and implementation of evidence- based strategies.

Rationale for Evidence-based Strategy: John Hattie (2016) identified Response to Intervention (RTI) as having an effect size of (1.07) based on a comprehensive meta-analyses.

Hattie, J., Frey, N., & Fisher, D. (2016). Visible Learning for Literacy: Implementing the Practices that Work Best to Accelerate Student Learning. Corwin/ A. Sage Company. Thousand Oaks, CA

Action Steps to Implement

Teachers will participate in RTI Reboot training with a focus on evidence based strategies for academics and progress monitoring procedures.

Person Responsible Sabrina Session Jones (sessions@duvalschools.org)

The MTSS team will establish a monthly calendar and hold consistent CPST and follow up meetings to monitor the progress of students.

Person Responsible Jullian Ihnken (ihnkenj@duvalschools.org)

The reading coach and administrators will facilitate weekly common planning and PLC with teachers to review student work and data to plan for aligned instructional strategies and evidenced based interventions.

Person Responsible Anastasia Clinch (clinch@duvalschools.org)

A part time hourly tutor will be hired to support small instructional groups during the school day. The tutor will support students performing at level 1 and level 2 on the most recent FSA or below grade level according to district progress monitoring assessments.

Person Responsible Tiffany Towns (townst@duvalschools.org)

An instructional paraprofessional will be hired to meet with small groups and provide differentiated instruction.

Person Responsible Sabrina Session Jones (sessions@duvalschools.org)

Additional supplemental resources and supplies will be purchased for small group instruction t(l.e., table top easels, reading and math workbooks, and basic supplies from the district storeroom.

Person Responsible Sabrina Session Jones (sessions@duvalschools.org)

Reading standards instruction will be integrated across the curriculum including the use of science readers and social studies content. Students will demonstrate integration of ELA and other subject areas in written activities after field experiences such as a field experience to St. Augustine and other venues as well as hands on science inquires.

Person Responsible Tiffany Towns (townst@duvalschools.org)

Students will consistently use blended learning platforms such as Achieve 3000, IReady, Freckle, and Study Island for additional practice and support with their acquisition of prerequisite and grade level standards.

Person Responsible Anastasia Clinch (clinch@duvalschools.org)

#2. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: A review of FSA data and district PMA data shows a gap between school performance as compared to district and state data in the area of science.

Measurable Outcome: Increase science proficiency by ten percentage points from 28% to 38% as measured by the Florida Standards Assessment (FSA) by May 2022.

Monitoring: Administrators will conduct weekly classroom visits and focus on science related classroom activities.

Administrators will review lesson plans for weekly hands on inquiry activities.

Person responsible for monitoring outcome: Tiffany Towns (townst@duvalschools.org)

Evidence-based Strategy: Every classroom will perform weekly hands on science exploration/ inquiry activities. Hands on activities allow students to learn using concrete and tangible things. Auditory, tactile, visual, and kinesthetic learners will benefit from manipulating objects.

Rationale for Evidence-based Strategy: The manipulation strategy allows students to be active learners who build on their own understanding and draw meaning from their experiences.

Action Steps to Implement

Students will maintain a science inquiry journal to record science inquiry and respond to higher order open ended questions.

Person Responsible Tiffany Towns (townst@duvalschools.org)

Teachers will plan and facilitate a weekly hands on science inquiry opportunity for students.

Person Responsible Tiffany Towns (townst@duvalschools.org)

Provide opportunities for students to participate in science related field experiences to enhance their understanding of important standards such as The Jacksonville Zoo, Diamond D. Ranch, and the Museum of Science and History.

Person Responsible Sabrina Session Jones (sessions@duvalschools.org)

#3. Culture & Environment specifically relating to Equity & Diversity

Area of Focus Description and Rationale:	An analysis of 2020 Five Essentials data shows that student-teacher trust is weak and teacher-parent trust is very weak.
Measurable Outcome:	Increase teacher- parent trust by 10 points as measured by the 2021 5Essentials Survey.
Monitoring:	The principal will create and administer a self made survey to monitor growth in the area of teacher-parent trust.
Person responsible for monitoring outcome:	Sabrina Session Jones (sessions@duvalschools.org)
Evidence-based Strategy:	Teachers and administrators will participate in a book study to enhance our knowledge about cultural responsive teaching.
Rationale for Evidence-based Strategy:	Enhancing our knowledge about the cultural and linguistic background of our students will promote positive relationships amongst stakeholders.

Action Steps to Implement

Teachers and administrators will participate in a book study of Zaretta Hammond's Culturally Responsive Teaching & The Brain and implement strategies.

Person Responsible Sabrina Session Jones (sessions@duvalschools.org)

#4. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	<p>Based on 2021-22 data, ELA was identified as a critical need. Students at our school need support with learning the foundational skills of how to read and also understanding the content they are reading. As an Area of Focus, student success in ELA progress will also increase student achievement in other subject areas.</p> <p>o The percentage of students in grades 3-5, below Level 3 on the 2021 statewide, standardized English Language Arts assessment are as follows: 3rd grade is 63%, 4th grade is 84%, and 5th grade is 67%.</p> <p>o The percentage of students in kindergarten through grade 3, based on 2020-2021 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized grade 3 English Language Arts assessment is as follows: 1st - 80% and 2nd - 73%</p>
Measurable Outcome:	<p>K-5 data: *Increase percentage of K-2 students scoring "At Grade Level" or above by 3-4 percentage points. Decrease number of "Below Grade Level" students by 3-4 percentage points.</p> <p>*Increase percentage of 3 -5 grade students scoring Level 3 on the 2022 statewide, standardized English Language Arts assessment by 3-4 percentage points. Decrease number of "Below Grade Level" students by 3-4 percentage points.</p>
Monitoring:	<p>Our school leadership team, district content specialist support, and Supplemental Instructional APs will review ELA data from district assessments.</p>
Person responsible for monitoring outcome:	<p>Sabrina Session Jones (sessions@duvalschools.org)</p> <p>Data Driven Lesson Planning: Understanding where students are with mastery of standards, using data from informal and formal assessments, planning clear objectives, implementation, and checking for understanding when lesson planning.</p> <p>Small Group/Differentiated Instruction: Based on data, breaking groups of students into smaller groups to ensure Tier II support is given. Not all students are on the same level, but all standards must be mastered. Small group instruction will allow teachers to meet students at their level to support their needs.</p> <p>Progress Monitoring: Ensuring whole group lessons, interventions, and assessments are done with fidelity. Checking effectiveness from student data.</p>

Evidence-based Strategy:

Instructional Reviews with Action Plans: Collecting data from classrooms in real time and providing immediate and clear feedback for teachers and school leadership teams to work together to ensure effectiveness.

Data-driven Lesson Planning: Effective lesson planning requires teachers to determine three essential components such as the objective, the implementation, and a reflection. <https://www.ascd.org/el/articles/howto-plan-effective-lessons>

Small Group/Differentiated Instruction: Small group instruction is the key to data-driven results and is the gateway to meeting the needs of all learners. <https://www.ascd.org/el/articles/turn-small-reading-groups-into-big-wins>

Rationale for Evidence-based Strategy:

Progress Monitoring: Student progress monitoring helps teachers evaluate how effective their instruction is, either for individual students or for the entire class. <https://www.ascd.org/el/articles/how-student-progress-monitoring-improves-instruction>

Instructional Reviews with Action Plans: The implementation review is a plan designed to 1) recognize accomplishments, 2) track actions, 3) measure implementation impact, 4) evaluate the plan, 5) determine next steps. It may be used by the school alone or with the assistance of the support lead. <https://institutionalresearch.syr.edu/what-we-do/student-ratings/creating-an-action-plan/action-plan-teaching-strategies/>

Action Steps to Implement

Ensure teachers are equipped and comfortable with all four strategies listed above. Professional Development during Early Release Days and Common Planning will be essential for Leadership to support teachers. Based on observational data and teacher feedback, PD topics will be set before each Early Release and Common Planning.

Person Responsible Sabrina Session Jones (sessions@duvalschools.org)

During Common Planning and individual teacher data chats, specific data pertaining to ELA reading and student success will be discussed and analyzed to ensure we are monitoring progress.

Person Responsible Sabrina Session Jones (sessions@duvalschools.org)

Give immediate feedback on any observations/walkthroughs conducted by state support, school leadership, district content specialists, and district leadership.

Person Responsible Sabrina Session Jones (sessions@duvalschools.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

A comparison of 2019-2020 school discipline data to state data showed Biltmore ranks in the very high category having 9.8 incidents per 100 students. The top two areas of concern are physical attacks and treats/intimidation. Our focus this year will be physical attacks. We intend to enhance our environment to support the academic, social and emotional needs of our students. Specifically, we will continue to implement Calm Classroom three times a day, embed time in the schedule for daily classroom meetings using Saxon Harmony or other SEL curriculum. Habitual offenders will be monitored by the MTSS team and BTAT to ensure that appropriate tier III interventions are in place. The PBIS team will review referral data monthly.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

The school addresses building a positive school culture and environment by implementing positive behavior supports. We have clear common guidelines for success and lesson plans to teach students the rituals and routines of school. Teachers utilize CHAMPs to teach their expectations. In addition, teachers use Classroom Dojo to give students points for positive behavior and reteach when necessary. Classroom Dojo also allow teachers and parents to easily communicate using their cellular device.

Parents have several opportunities to be involved in school based decision making by attending SAC meetings and Title I Parent meetings. A minimum of eight parent meetings are held each year. Communication is important therefore we use Parent Link, a monthly newsletter, Facebook, and a webpage to communicate with parents about school happenings.

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

Principal: School Advisory Council meetings, Communication, Parent Workshops/Events, Title I Meetings
 Teachers: Frequent communication about student academic performance
 Parents: SAC participation, Surveys, Participation in parent/teacher conferences, volunteer
 Business/ Community: Volunteer, In-Kind donations (readers, gardening, etc.), monetary donations

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Science	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity	\$0.00
4	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00