Biltmore Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Biltmore Elementary School

2101 W PALM AVE, Jacksonville, FL 32254

http://www.duvalschools.org/biltmore

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation 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.
Axon, Crystal	Teacher, K-12	Provide information about instruction in the classroom, deliver and and collaborate with teachers to ensure SIP goals progress
Edmunds, Laura	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.
Kuo, Josephine	Teacher, K-12	Provide information about instruction in the classroom, deliver and and collaborate with teachers to ensure SIP goals progress

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The School Advisory Council is instrumental in the school improvement process. SIP goals and actions will be regularly reviewed to ensure that the school is making adequate progress. All stakeholders are welcome to attend monthly SAC meeting.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be revised when and if needed. The SIP is a fluid document. SAC meetings and faculty meetings will be used to share progress toward SIP goals and open dialogue about actions steps.

Demographic Data Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	89%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) Black/African American Students (BLK) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: D
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	15	22	15	15	16	0	0	0	83
One or more suspensions	0	0	2	3	2	1	0	0	0	8
Course failure in English Language Arts (ELA)	0	0	3	0	0	0	0	0	0	3
Course failure in Math	0	0	3	0	0	0	0	0	0	3
Level 1 on statewide ELA assessment	0	0	0	2	20	17	0	0	0	39
Level 1 on statewide Math assessment	0	0	0	2	17	14	0	0	0	33
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	15	22	18	0	0	0	0	0	55

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	10	19	10	17	15	0	0	0	71

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	1	3	2	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	19	12	16	12	17	0	0	0	76
One or more suspensions	0	0	0	2	1	5	0	0	0	8
Course failure in ELA	0	1	3	0	1	0	0	0	0	5
Course failure in Math	1	1	3	0	0	0	0	0	0	5
Level 1 on statewide ELA assessment	0	0	0	1	8	8	0	0	0	17
Level 1 on statewide Math assessment	0	0	0	1	6	7	0	0	0	14
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	9	22	22	0	0	0	0	0	54

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	12	21	20	6	8	0	0	0	68

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	1	1	1	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	1	0	0	0	1

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	19	12	16	12	17	0	0	0	76
One or more suspensions	0	0	0	2	1	5	0	0	0	8
Course failure in ELA	0	1	3	0	1	0	0	0	0	5
Course failure in Math	1	1	3	0	0	0	0	0	0	5
Level 1 on statewide ELA assessment	0	0	0	1	8	8	0	0	0	17
Level 1 on statewide Math assessment	0	0	0	1	6	7	0	0	0	14
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	9	22	22	0	0	0	0	0	54

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	12	21	20	6	8	0	0	0	68

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	1	1	1	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	1	0	0	0	1

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	27	48	53	41	50	56	34		
ELA Learning Gains				63			32		
ELA Lowest 25th Percentile				56					
Math Achievement*	31	58	59	41	48	50	43		
Math Learning Gains				62			52		
Math Lowest 25th Percentile				83					
Science Achievement*	31	52	54	27	59	59	28		
Social Studies Achievement*					63	64			
Middle School Acceleration					53	52			
Graduation Rate					46	50			
College and Career Acceleration						80			
ELP Progress		54	59						

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	30
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	118
Total Components for the Federal Index	4

2021-22 ESSA Federal Index	
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	373
Total Components for the Federal Index	7
Percent Tested	98
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	26	Yes	1	1
ELL				
AMI				
ASN				
BLK	28	Yes	1	1
HSP				
MUL				
PAC				
WHT	21	Yes	1	1
FRL	26	Yes	1	1

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
2021-22 ESSA SUBGROUP DATA SUMMARY				
SWD	47			
ELL				
AMI				
ASN				
BLK	52			
HSP				
MUL				
PAC				
WHT	80			
FRL	47			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
All Students	27			31			31					
SWD	26			18			33				3	
ELL												
AMI												
ASN												
BLK	26			29			26				4	
HSP												
MUL												
PAC												
WHT	17			25							2	
FRL	24			30			25				4	

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	41	63	56	41	62	83	27					
SWD	44	57		41	58		33					
ELL												
AMI												
ASN												
BLK	34	58	64	36	58	82	30					
HSP												
MUL												
PAC												
WHT	80											
FRL	35	59	50	31	57	81	18					

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	34	32		43	52		28					
SWD	30	24		42	47		31					
ELL												
AMI												
ASN												
BLK	33	33		41	54		32					
HSP												
MUL												
PAC												
WHT	36			45								
FRL	32	31		39	58		23					

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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
05	2023 - Spring	34%	47%	-13%	54%	-20%
04	2023 - Spring	17%	50%	-33%	58%	-41%
03	2023 - Spring	19%	46%	-27%	50%	-31%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	35%	59%	-24%	59%	-24%
04	2023 - Spring	17%	58%	-41%	61%	-44%
05	2023 - Spring	55%	52%	3%	55%	0%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	24%	48%	-24%	51%	-27%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school 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 data component showing the lowest performance is reading. A major contributing factor impacting performance was staffing and teacher skill. Reading was showing improvement until this year. Fourth and third grade performed the lowest.

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

The data component that showed the greatest decline from the prior year is reading. The factors contributing to the decline are staffing issues and teacher skill and pedagogy.

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.

NA

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

The data component that showed the most improvement was science. The new actions our school took include differentiated small group instruction and frequent progress monitoring.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Potential areas of concern are students missing more than 20 days of school and reading proficiency.

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

Reading proficiency; attendance (20 or more days); math proficiency; reading gains

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Data shows that the reading component is the lowest performing area and the area having the largest decline. An analysis of the data by grade level shows that third and fourth grade students need additional support to close gaps in their reading.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increase overall reading proficiency to 41% as measured by the Spring administration of Florida Assessment of Student Thinking (FAST) Progress Monitoring 3.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The area of focus will be monitored for the desired outcome by implementing systems to collect and collectively analyze data. Systems include a data review component during administrator led common planning and data chats with students and teachers.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Implement instructional practices to enhance Tier I instruction.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Our aim is to reduce the need for intervention by ensuring that students understand the content when it is taught during Tier I instruction. Walkthrough observations revealed that students did not have the time they needed to practice skills due to pacing issues. In addition, instructional observation data showed a lack of scaffolding to meet the individual needs of learners.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will pace lessons to ensure that students have the time needed to grapple with grade level tasks.

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

By When: Evidence of improved pacing will be observable by December 2023.

Teachers will scaffold instruction to meet the unique needs of the learners based on their data as evidenced by the use of instructional charts, manipulatives, and gradual release of responsibility.

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

By When: Evidence of scaffolded instruction will be observable by October 2023.

#2. Instructional Practice specifically relating to Intervention

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Response to Intervention (RTI) practices.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By Spring 2023 Biltmore Elementary School will score an average of 2- fully implemented on the Tiered Fidelity Inventory (TFI) Tier II implementation portion.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The MTSS Team will self evaluate and identify areas to implement using the TFI. Each meeting the team will discuss evidence of progress in that particular area.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Consistently implement school-wide Response to Intervention (RTI) practices.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

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.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The MTSS Team will meet monthly to monitor RTI for behavior and academics.

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

By When: By December of 2023 meeting agendas and sign in sheets will show consistency of team meetings.

Review and analyze schoolwide academic and behavior data quarterly with faculty.

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

By When: By the end of the first quarter of school (October).

#3. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Chronic absenteeism

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The percentage of students missing 20 or more days will decrease by 10% by the end of the school year.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The monthly average attendance report will be pulled monthly.

Person responsible for monitoring outcome:

Sabrina Session Jones (sessions@duvalschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Implement growth mindset in classrooms to develop a positive student self concept about their efforts at school.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

School data shows a 5% decrease in the percentage of students missing 20 or more days from school. However, last year's percentage of 45% has a negative impact on student learning.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Consistently communicate with parents about their students attendance to include a phone call after the second day of consecutive absences.

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

By When: By November of 2023, contact logs will consistently show communication following absences.

Implement attendance incentive programs that encourage collective efforts to improve attendance.

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

By When: By October 2023.

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Data shows that the reading component is the lowest performing area and the area having the largest decline. An analysis of the data by grade level shows that third and fourth grade students need additional support to close gaps in their reading.

Measurable Outcomes
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

Grades 3-5 Measurable Outcomes

Increase overall reading proficiency to 41% as measured by the Spring administration of Florida Assessment of Student Thinking (FAST) Progress Monitoring 3.

Monitoring

Monitoring
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs

Description:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Rationale:
Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

Action Steps to Implement
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The SIP will be posted on the school webpage for stakeholder review. In addition, the School Advisory Council will frequently monitor SIP goals and school progress toward those goals. A Midyear Stakeholder meeting will be held to update the community, parents, and teachers about the progress the school has made toward SIP goals and review academic data. Stakeholders will be encouraged to provide input regarding strategies. The principal will review the SIP with faculty quarterly o discuss progress toward goals and implementation of action steps.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The school plans to build positive relationships with parents, families and other community stakeholders by implementing consistent and effective communication strategies to include a monthly newsletter, Bloomz, parent phone calls, Tuesday Communication Folder, webpage, and social media.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

The school plans to strengthen the academic program in the school, increase learning time, and provide enriched and accelerated curriculum by communicating school improvement goals to increase reading proficiency and Rti practices through meetings and written communication with stakeholders. In addition, the principal developed an instructional master schedule to ensure that state required instructional times are met and students receive instruction from bell to bell. A reading interventionist and tutor have been hired with Title I funds to address student learning needs.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Biltmore Elementary is a Full Service School. A Daniel Services counselor is assigned to support students one day a week with behavioral and emotional needs, including small group services. A free after school program is provided to students with an academic hour and free dinner facilitated by the Boys and Girls Club.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Mental Health Services are available to students through many programs. Hazel Health provides telehealth visits with parent permission. Biltmore is a Full Service School that provides access to a mental health counselor while at school with parent permission. Calm Classroom is implemented schoolwide. The guidance counselor also provides classroom guidance lessons and small group counseling.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

NA

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Positive behavior supports are implemented schoolwide. An active PBIS team meets consistently to monitor schoolwide practices. Teachers are provided common lesson plans and expectations for students. Response to Intervention is implemented to ensure that students receive the support they need to be successful. The school MTSS Team will monitor universal screening data and meet monthly with teachers to ensure that students receive RTI in behavior and academics. Efforts are including in this plan to strengthen the Tier I program.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

The school principal facilitates weekly common planning with all grade levels. Early dismissal days and faculty meetings are used to provide professional development aligned with SIP goal action steps and observations from classroom visit data.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

A PowerPoint is presented to parents of transitioning preschool students to prepare them for kindergarten.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: ELA	$0.00
2	III.B.	Area of Focus: Instructional Practice: Intervention	$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	$0.00
		Total:	**$0.00**

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No